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A STATE COLLEGE FOR TEACHERS

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UNIVERSITY FACULTY

STAFF OF ADMINISTRATION

1931-1932

Harry Alvin Brown, A.M., Ed.D., President of the University.

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Frank S. Salisbury, Ph.D., Dean of the Training Schools.

Ralph W. Pringle, A.M., Principal of the University High School.

Christian Edward Harpster, Ed.B., Principal of the University Elementary School.

May Goodwin, Ed.B., Principal of the Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School.

Ralph Harlan Linkins, A.M., Dean of Men.

Olive Lillian Barton, A.M., Dean of Women.

Rachel Merrill Cooper, M.D., University Physician and Director of Student Health Service.

Charles Ernest Decker, A.M., Director of the Division of Secondary Education.

Frank William Westhoff, Director of the Division of Music Education.

Adnah Clifton Newell, B.S., Director of the Division of Industrial Education.

Arthur Rowland Williams, A.M., Director of the Division of Commerce Education.

Clyde Whittaker Hudelson, A.M., Director of the Division of Agricultural Education.

Fred S. Sorrenson, Ph.D., Director of the Division of Speech Education.

Linder William Hacker, A.M., Director of the Division of Rural Education.

Ruberta Norcott Smith, A.M., Director of the Division of Elementary Education.

Clifford Emory Horton, A.M., Director of the Division of Health and Sports Education.

Jessie Eulalia Rambo, A.M., Director of the Division of Home Economics Education.

MARGARET MURRAY BARTO, A.M., Director of Physical Education for Women.

HOWARD J. HANCOCK, A.M., Director of Athletics.

FLORENCE TILTON, A.M., Director of the Division of Art Education.

CLARENCE ORR, A.M., Director of University Extension Service.

BESSIE IRENE HIBARGER, Ed.B., Rural Supervisor.

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HARRIET JOSEPHINE BERNINGER, A.M., Director of Correspondence Study.

ELSIE J. BRENNEMAN, Ed.B., Registrar.

FERNE MODELL MELROSE, Ed.B., Recorder.

THELMA NELSON, A.M., Director of Fell Hall.

*ETHEL F. KENDALL, Ph.B., Dietitian.

HESTER M. HOOD, A.M., Appointment Secretary.

GRACE REBECCA SHEA, R.N., University Nurse.

RANDOLPH D. MARSH, Business Manager.

RUTH E. VOORHEES, Audit Clerk.

JENNIE AMSBARY JOHNSON, Financial Secretary.

FLORA PENNELL DODGE, Secretary to the President.

DOROTHY WILLARD KING, Assistant Secretary to the President.

LOTTIE V. BOUNDY, Ed.B., Secretary to the Dean of the Teachers College.

GLEN H. OBOURN, Secretary to the Dean of Men.

EDNA BELL SLUDER, Secretary to the Dean of Women.

ANNA F. STAKER, Assistant to the University Physician.

LORENE M. MEEKER, Secretary to the Dean of the Training Schools.

LOUISE K. STRETCH, Secretary to the Registrar.

RUTH HENLINE, B.S., Ed.B., Manager of the Textbook Library.

HAZEL VOORHEES, Mimeograph Operator.

FERNE A. ROSEMAN, Telephone Operator.

HERMAN C. MEAD, Chief Engineer.

WILLIAM A. RICE, Superintendent of Buildings.

CARL J. REIN, Superintendent of Grounds.

*Resigned.

STAFF OF INSTRUCTION

1931-1932

HARRY ALVIN BROWN, Ed.D., President of the University.

A.B., Bates College, 1903; A.B., University of Colorado, 1907; A.M., 1923; Ed. D., Bates College, 1925; Ed. D., Miami University, 1925.

THE TEACHERS COLLEGE

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Ph.B., Cornell College, 1900; A.M., University of Chicago, 1927.

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B.S., Iowa State College, 1899; Graduate Student, University of Chicago, 1901-1902; Graduate Student, Armour Institute of Technology, Summer Session, 1906; Graduate Student, University of Chicago, Summer Terms, 1922 and 1923; M.S., 1923; Graduate Student, University of Illinois, 1931-1932. (On leave for graduate study, 1931-1932.)

WILLIAM ANDREW LAWRENCE BEYER, A.M., Professor of Political Science.

A.B., Ohio State University, 1906; A.M., 1908; Graduate Student, University of Chicago, Summer Quarters, 1908 and 1931; Graduate Student, Columbia University, 1908-1909; Part-Time Graduate Student, University of Illinois, 1930-1931 and 1931-1932.

ROBERT GUY BUZZARD, Ph.D., Professor of Geography.

Diploma, Illinois State Normal University, 1914; B.S., University of Chicago, 1916; M.S., 1917; Ph.D., Clark University, 1925; Part-Time Graduate Student in Education, University of Illinois, 1931-1932.

J. ROSE COLBY, Ph.D., Emerita Professor of Literature.

A.B., University of Michigan, 1878; A.M., 1885; Ph.D., 1886.

MANFRED JAMES HOLMES, B.L., Professor of Education; Acting Dean of the Teachers College in the Second Summer Term.

Diploma, State Normal School, Winona, Minnesota, 1885; B.L., Cornell University, 1891; Graduate Student, University of Chicago, Summer Term, 1908.

CLIFFORD NEWTON MILLS, A.M., Professor of Mathematics.

B.S., Franklin College, 1910; Graduate Student, Indiana University, Summer Sessions, 1910, 1912, 1914, and 1913-1914; A.M., 1914; Graduate Student, University of Michigan, Summer Session, 1922, and 1928-1929.

ADNAH CLIFTON NEWELL, B.S. in E.E., Director of the Division of Industrial Education and Professor of Industrial Education.

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GEORGE MERIT PALMER, A.M., Professor of English.

Diploma, Illinois State Normal University, 1899; A.B., University of Illinois, 1908; A.M., 1909; Graduate Student, University of Illinois, 1909-1911.

HARVEY ANDREW PETERSON, Ph.D., Professor of Psychology.

A.B., University of Chicago, 1897; A.M., Harvard University, 1900; Ph.D., University of Chicago. 1909.

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Diploma, State Normal School, Plymouth, New Hampshire, 1913; B.S., Teachers College, Columbia University, 1924; A.M., 1925.

EDWIN ARTHUR TURNER, A.M., Professor of School Supervision.

Diploma, Indiana State Teachers College, 1898; A.M., Indiana University, 1905; A.M., Teachers College, Columbia University, 1906.

OLIVE LILLIAN BARTON, A.M., Dean of Women and Associate Professor of Social Psychology.

Diploma, Illinois State Normal University, 1899; A.B., University of Illinois, 1905; A.M., University of Chicago, 1930.

GEORGE HENRY BRINEGAR, A.M., Associate Professor of Education.

A.B., Iowa State Teachers College, 1915; A.M., State University of Iowa, 1916; A.M., Columbia University, 1923.

EDWARD LEROY COLE, Ed. D., Associate Professor of Education and Acting Director of the Division of Rural Education.

Diploma, Michigan State Normal College, 1909; A.B., University of Michigan, 1913; A.M., 1914; Ed.D., University of California, 1925.

CLARENCE LEROY CROSS, M.S., Associate Professor of Physics.

B.S., State Teachers College, Emporia, Kansas, 1919, Graduate Student, Cornell University, Summer Session, 1923; Graduate Student, State University of Iowa, 1924-1925; M.S., 1925; Graduate Student, State University of Iowa, 1931-1932. (On leave for graduate study, 1931-1932.)

CHARLES ERNEST DECKER, A.M., Director of the Division of Secondary Education and Associate Professor of Education.

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Diploma, Illinois State Normal University, 1916; Ed.B., 1922; A.M., State University of Iowa, 1927; Graduate Student, Teachers College, Columbia University, 1931-1932. (On leave of absence for graduate study, 1931-1932).

HOWARD J. HANCOCK, A.M., Director of Athletics and Associate Professor of Health and Sports Education.

B.S., University of Wisconsin, 1918; A.M., 1930.

CHARLES ATHIEL HARPER, A.M., Associate Professor of History.

Diploma, Southern Illinois State Normal University, 1914; B.S., University of Illinois, 1922; Graduate Student, University of Illinois, Summer Session, 1922, and 1922-1923; A.M., 1923; Graduate Student, University of Illinois, Summer Session, 1923, and Part Time, 1929-1930, 1930-1931, 1931-1932.

CLIFFORD EMORY HORTON, A.M., Director of the Division of Health and Sports Education and Associate Professor of Sports Education.

B.P.E., Springfield Y.M.C.A. College, 1919; A.M., Clark University, 1923; Graduate Student, University of California, Summer Session, 1929.

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RALPH HARLAN LINKINS, A.M., Dean of Men and Associate Professor of Zoology.

A.B., Illinois College, 1912; A.M., University of Illinois, 1914; Graduate Student, University of Illinois, 1914-1917.

CONSTANTINE FRITTIOF MALMBERG, Ph.D., Associate Professor of Psychology.

A.B., Bethany College, 1903; Graduate Student, Columbia University, 1906-1907; Graduate Student, Yale University, 1907-1908; Graduate Student, State University of Iowa, 1911-1913, and Summer Session, 1914; Ph.D., 1914.

CLARENCE ORR, A.M., Associate Professor of Education and Director of University Extension Service.

A.B., University of Illinois, 1914; A.M., 1928; Graduate Student, State University of Iowa, Summer Quarters, 1929, 1930, and 1931.

ROSE ETOILE PARKER, Ph.D., Associate Professor of Elementary Education and Supervisor of Student Teaching in the Intermediate Grades.

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FRANK WILLIAM WESTHOFF, Director of the Division of Music Education and Associate Professor of Music Education.

Extensive private study of music.

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HARRY FRANKLIN ADMIRE, Assistant Professor of Accounting.

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MARION CAMPBELL ALLEN, B.A.E., Assistant Professor of Art.

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RICHARD GIBBS BROWNE, A.M., Assistant Professor of Economics.

Diploma, Southern Illinois State Normal University, 1919; A.B., University of Illinois, 1922; Graduate Student University of Illinois, Summer Sessions, 1925, 1926, 1927, and First Semester, 1927-1928; A.M., (February) 1928; Graduate Student, University of Illinois, Second Semester, 1927-1928; Graduate Student, University of Chicago, Summer Term, 1928; Graduate Student, University of Chicago, Summer Term, 1931.

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Ed.B., Illinois State Normal University, 1926; Graduate Student University of Michigan, Summer Session, 1925; Graduate Student, University of Illinois, Part-Time, 1930-1931; Student, Illinois State Normal University, Part-Time, 1930-1931; Part-Time, Graduate Student, University of Illinois, 1931-1932; Graduate Student, University of Colorado, Summer Session, 1931.

EDNA MAE GUEFFROY, A.M., Assistant Professor of Geography.

Diploma, Illinois State Normal University, 1918; Ed.B., 1926; A.M., Clark University, 1927.

CHESTER MALCOLM HAMMERLUND, B.S., Assistant Professor of Industrial Arts.

Diploma, Illinois State Normal University, 1923; B.S., University of Illinois, 1929; Graduate Student, University of Illinois, Summer Session, 1929, Part-Time, 1930-1931 and 1931-1932.

DOROTHY HINMAN, A.M., Assistant Professor of English.

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B.S., Earlham College, 1914; M.S., Purdue University, 1931.

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Diploma, Illinois State Normal University, 1914; Ed.B., 1916; A.M., University of Chicago, 1927; Part-Time Graduate Student, University of Illinois, 1931-1932.

CLIFFORD WALTER MOORE, A.M., Assistant Professor of Social Science.

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GERDA OKERLUND, Ph.D., Assistant Professor of English.

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JOSEPHINE ROSS, A.M., Assistant Professor of Home Economics.

B.S., Illinois Woman's College, 1915; Graduate Student, University of Colorado, Summer Session, 1920; Graduate Student, University of Chicago, Summer Session, 1921; Graduate Student, Oregon State Agricultural College, Summer Session, 1922; Graduate Student, Teachers College, Columbia University, 1929-1930; A.M., 1930.

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LEON SHELDON SMITH, A.M., Assistant Professor of Physics.

A.B., Albion College, 1915; A.M., University of Michigan, 1917; Graduate Student, University of Michigan, Summer Session, 1917; Graduate Student, University of Paris, Second Semester, 1918; Graduate Student, University of Iowa, Summer Sessions, 1929 and 1930.

FLORENCE TILTON, A.M., Assistant Professor of Art Education and Director of the Division of Art Education.

A.B., University of South Dakota, 1916; Student Chicago Art Institute, 1917-1920; B.A.E., 1926; Graduate Student, University of South Dakota, Summer Quarters, 1917 and 1926; Graduate Student, Teachers College, Columbia University, 1929-1930; A.M., 1930.

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A.B., and B.S. in Ed., University of Missouri, 1921; A.M., 1924; Graduate Student, University of Iowa, Summer Term, 1927; Graduate Student, University of Chicago, Summer Term, 1928; Graduate Student, University of Wisconsin, 1930-1932. (On leave 1930-1932 for graduate study.)

JENNIE ALMA WHITTEN, A.M., Assistant Professor of Modern Languages.

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MABEL CLARE ALLEN, A.M., Instructor in Speech.

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B.S., University of Wisconsin, 1925; M.S., 1929; Graduate Student, University of Wisconsin, Summer Session, 1930.

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B.S., University of Illinois, 1927.

MARGUERITE REGINA CONNELL, A.M., Instructor in Latin and English.

Ed.B., Illinois State Normal University, 1921; Graduate Student, University of Chicago, Summer Term, 1924; Graduate Student University of Illinois, Summer Sessions, 1923, 1926, and 1927, and 1927-1928; A.M., 1928.

ALTA JOSEPHINE DAY, A.B., Instructor in Shorthand.

A.B., Lawrence College, 1909; Diploma in Secretarial Studies, Gregg College, 1918; Graduate Student, University of California, Summer Session, 1923, Graduate Student, Columbia University, Summer Session, 1931.

ALVA WILLIAM DRAGOO, M.S., Assistant Professor of Industrial Arts.

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LELA A. EWERS, Ph.D., Instructor in Physiology.

B.S. in Ed., Ohio University, 1916; A.B., 1917; M.S., Ohio State University, 1923; Ph.D., 1929.

A. MARGUERITE FIELD, B.S., Instructor in Physical Education.

B.S., University of Wisconsin, 1925; Graduate Student, Teachers College, Columbia University, Summer Session, 1927; O.D., Peoples' Gymnastic College, Ollerup, Denmark, 1929.

BERNICE GERTRUDE FREY, A.B., Instructor in Physical Education.

A.B., Ohio Wesleyan University, 1924; Graduate Student, University of Wisconsin, Summer Session, 1926; Student Walter Reed Hospital, Washington, D.C., 1928-1929; Certificate in Physiotherapy, 1929; Graduate Student, Summer Session, University of California, 1931.

HAROLD EUGENE FRYE, Ed.B., Instructor in Health and Sports Education.

Ed.B., University of Akron, 1931.

RUTH OLIVE GERARD, B.M., Instructor in Music.

B.M., Northwestern University, 1926.

RALPH URBAN GOODING, Ph.D., Instructor in Chemistry.

B.S., University of Wisconsin, 1923; Ph.D., 1931.

RUTH HENLINE, A.B., Ed.B., Instructor in English and Manager of the Textbook Library.

A.B., Illinois Wesleyan University, 1924; Ed.B., Illinois State Normal University, 1926.

EUGENE LEONARD HILL, Ed.B., Instructor in Physical Education.

Ed.B., Illinois State Normal University, 1930.

HESTER M. HOOD, A.M., Instructor in Education and Secretary of the Bureau of Appointments.

B.S., Northwestern University, 1922; A.M., 1924.

LUCINA MABEL KEANE, A.M., Instructor in Art.

B.S., Ohio State University, 1926; A.M., Teachers College, Columbia University, 1931.

EMMA LAKIN, B.S., Instructor in Physical Education.

B.S., University of Wisconsin, 1928; Graduate Student, Summer Session, University of Wisconsin, 1931.

NEVA MCDAVITT, A.M., Instructor in Science.

Ed.B., Illinois State Normal University, 1925; A.M., Clark University, 1929

CLEO BEATRICE MCKOWN, A.M., Instructor in English.

A.B., Evansville College, 1928; A.M., University of Wisconsin, 1929.

THELMA NELSON, A.M., Instructor in German and Director of Fell Hall.

A.B., Des Moines University, 1919; A.M., Teachers College, Columbia University, 1923.

JOHN ROLAND PATTY, Ph.D., Instructor in Physics.

A.B., Wittenberg College, 1924; M.S., Ohio State University, 1928; Ph.D., 1931.

MARGARET KATHERINE PETERS, M.S., Instructor in Typewriting.

B.S., Indiana University, 1927; M.S., New York University, 1928.

GRACE REBECCA SHEA, R.N., University Nurse and Instructor in Health Education.

Diploma, Teachers College, Nebraska Wesleyan University, 1920; R.N., Benjamin Bailey Sanitarium, 1924.

MARION ANSEL TAYLOR, Ph.D., Instructor in English.

A.B., State University of Iowa, 1925; A.M., 1929; Ph.D., 1931.

FLORENCE EVELYN TEAGER, Ph.D., Instructor in English.

A.B., State University of Iowa, 1917; A.M., 1927; Ph.D., 1931.

FRED DELOS BARBER, Ed.B., Assistant in Chemistry.

Ed.B., Illinois State Normal University, 1931.

THE TRAINING SCHOOLS

FRANK SEELEY SALISBURY, Ph.D., Professor of Education and Dean of the Training Schools.

Pd.B., Michigan State Normal College, 1910; A.B., University of Washington, 1916; A.M., 1918; Ph.D., Stanford University, 1924; Graduate Student, Teachers College, Columbia University, Second Semester, 1927.

UNIVERSITY HIGH SCHOOL

RALPH W. PRINGLE, M.S., Professor of Education and Principal of the University High School.

B.S., St. Lawrence University, 1888; M.S., 1892; A.B., Harvard University, 1892.

THOMAS MORSE BARGER, A.B., Assistant Professor of Physics.

Diploma, Illinois State Normal University, 1902; A.B., University of Illinois, 1907; Graduate Student, University of Illinois, Summer Sessions, 1909 and 1929.

ALMA MARY HAMILTON, A.M., Assistant Professor and Supervisor of Student Teaching in English.

B.S., Illinois Wesleyan University, 1901; Ed.B., Illinois State Normal University, 1908; A.M., Columbia University, 1915.

BLANCHE MCAVOY, Ph.D., Assistant Professor and Supervisor of Student Teaching in Science.

A.B., University of Cincinnati, 1909; A.M., Ohio State University, 1912; Ph.D., University of Chicago, 1930.

ETHEL GERTRUDE STEPHENS, A.M., Assistant Professor and Supervisor of Student Teaching in History.

Diploma, Illinois State Normal University, 1907; A.B., University of Illinois, 1917; A.M., Columbia University, 1928.

JANE CHURCH, Ed.B., Instructor and Supervisor of Student Teaching in Commerce.

Ed.B., Illinois State Normal University, 1929; Graduate Student Colorado State Teachers College, Summer Terms, 1930 and 1931.

THOMAS JAY DOUGLASS, B.S., Instructor in Agriculture and Director of High School Athletics.

B.S., University of Illinois, 1922; Student, University of Illinois, Summer Sessions, 1922, 1923, 1924, 1925, 1926, 1928, 1930 and 1931.

RUTH STROUD, M.S., Instructor and Supervisor of Student Teaching in English.

B.S., University of Illinois, 1926; M.S., 1930.

MARY DOROTHY WEBB, A.M., Instructor and Supervisor of Student Teaching in Commerce and Mathematics.

A.B., Lawrence College, 1916; A.M., University of Wisconsin, 1930; Graduate Student, University of Wisconsin, Summer Session, 1930.

UNIVERSITY ELEMENTARY SCHOOL

CHRISTIAN EDWARD HARPSTER, Ed.B., Instructor and Principal of the University Elementary School.

Ed.B., Illinois State Normal University, 1928.

ERMA FRANCES IMBODEN, Ph.B., Assistant Professor and Supervising Teacher in the Seventh Grade.

Diploma, Illinois State Normal University, 1918; Ph.B., University of Chicago, 1923.

MARGARET ELIZABETH LEE, Assistant Professor and Director of Kindergarten Education.

Diploma, Training School for Kindergartners, Bangor, Maine; Diploma, Chicago Normal College, 1901; Student, University of Chicago, Summer Term, 1909; Student, University of California, Summer Terms, 1913 and 1924; Student, Teachers College, Columbia University, Summer Session, 1923.

CHRISTINE AUGUSTA THOENE, A.M., Assistant Professor and Supervising Teacher in the Fifth Grade.

A.B., and Critic Diploma, Iowa State Teachers College, 1911; A.M., Teachers College, Columbia University, 1925.

ROSE MAE BURGESS, Ed.B., Instructor and Supervising Teacher in the Second Grade.

Ed.B., Illinois State Normal University, 1929.

HAZEL JOSEPHINE COLBY, Ed.B., Instructor and Supervising Teacher in the Kindergarten.

Diploma, Iowa State Teachers College, 1926; Ed.B., and Supervisor's Diploma, Normal College of Education, 1930.

LORA MARY DEXHEIMER, Instructor and Supervising Teacher in the Sixth Grade.

Diploma, Illinois State Normal University, 1901; Student Teachers College, Columbia University, 1907-1908; Student, University of Chicago, Summer Term, 1915.

JESSIE MAY DILLON, Instructor and Supervising Teacher in the Fourth Grade.

Diploma, Illinois State Normal University, 1898; Student, University of Chicago, Summer Terms, 1907 and 1908.

LURA MARY EYESTONE, B.S., Instructor and Supervising Teacher in the Third Grade.

B.S., Teachers College, Columbia University, 1911.

ANNIE WEZETTE HAYDEN, A.M., Instructor and Supervising Teacher in the First Grade.

Diploma, Southern Illinois State Normal University, 1909; Ph.B., University of Chicago, 1926; A.M., Teachers College, Columbia University, 1931.

JANET KATHERINE SMITH, A.M., Instructor and Supervisor of Art.

Diploma, Chicago Academy of Fine Arts, 1923; A.B., University of Chicago, 1929; A.M., 1930.

COOPERATING ELEMENTARY SCHOOL

Illinois Soldiers and Sailors Childrens School

MAY GOODWIN, Ed.B., Instructor and Principal of the Cooperating Elementary School.

Diploma, Illinois State Normal University, 1920; Ed.B., 1923.

GRACE FULLER ANDERSON, Instructor and Supervising Teacher in the First Grade.

Diploma, Illinois State Normal University, 1920; Student Illinois State Normal University, Summer Terms, 1928, 1929, 1930 and 1931.

WINNIFRED BALLY, Instructor in Physical Education.

Diploma, Illinois State Normal University, 1928; Part-Time Student, Illinois State Normal University, 1929-1930; 1930-1931; 1931-1932.

VEDA HUSS BOLT, Ed.B., Instructor and Supervisor of Student Teaching in Music.

Diploma, Illinois State Normal University, 1923; Ed.B., 1924.

DOROTHY ANNE BROSI, Ph.B., Instructor and Supervising Teacher in the Third and Fourth Grades.

Diploma, State Teachers College, Macomb, Illinois, 1929; Ph.B., University of Chicago, 1932.

MABLE ANN PUMPHREY, Instructor and Supervising Teacher in the Fourth Grade.

Diploma, Illinois State Normal University, 1910.

JOSEPHINE SHEA, Ed.B., Instructor and Supervising Teacher in the Fifth Grade.

Ed.B., Illinois State Normal University, 1929.

HELEN LOUISE SPAFFORD, Instructor and Supervising Teacher in the Seventh Grade.

Diploma, Illinois State Normal University, 1923; Student Illinois Wesleyan University, First Semester, 1926-1927; Student Illinois State Normal University, Summer Term, 1927; Student, State University of Iowa, Summer Session, 1931.

DORIS STICKLE RUNYAN, A.M., Instructor and Supervising Teacher in the Sixth Grade.

Ed.B., State Teachers College, Macomb, Illinois, 1930; A.M., University of Chicago, 1931.

GRACE L. TUCKER, Instructor and Supervising Teacher in the Kindergarten.

Diploma, Illinois State Normal University, 1920; Student, Summer Quarter, Illinois State Normal University, 1927; Summer Terms, 1928, 1929 and 1930; Student, University of Wisconsin, Summer Session, 1925.

HAZEL TITUS WRIGHT, Ed.B., Instructor and Supervising Teacher in the Second Grade.

Ed.B., Illinois State Normal University, 1930.

FLAVIA TIFFANY BARENSCHEER, Ph.B., Assistant and Supervising Teacher in the Second Grade.

Ph.B., University of Chicago, 1926; Graduate Student University of Chicago, Summer Terms, 1928, 1930, and Fall Quarter, 1931.

ALBERT ORRIN DOTY, Assistant in Physical Education.

Diploma, Illinois State Normal University, 1923.

CLARA KEPNER, Assistant and Teacher in the Third Grade.

Diploma, Illinois State Normal University, 1929; Student, Illinois State Normal University, 1929-1930; Summer Term, 1930; Summer Quarter, 1931 and Part-Time, 1930-1931.

FRED JOHN KNUPPEL, Assistant and Teacher of Industrial Arts.

Diploma, Illinois State Normal University, 1925; Student, Illinois State Normal University, Summer Terms, 1927, 1928, 1930, Spring Quarter and Summer Quarter, 1931; Student, Colorado State Teachers College, Greeley, Summer Quarter, 1929.

EDITH MAPES, Assistant and Teacher in the First Grade.

Diploma, Illinois State Normal University, 1929; Student, University of Colorado, Summer Quarter, 1926; Student, University of Chicago, Summer Quarter, 1928; Student, University of Illinois, Summer Session, 1930.

ALTA MARIE MORRIS, Assistant and Teacher in the Second and Third Grades.

Diploma, Illinois State Normal University, 1922; Student Illinois State Normal University, Summer Terms, 1923, 1924, 1925 and 1928; Student, University of Chicago, Summer Quarter, 1930.

MILDRED GERTRUDE O'MALIA, Assistant and Teacher in the Third Grade.

Diploma, Illinois State Normal University, 1930.

PAULINE POWELL, Assistant and Teacher in the Ninth Grade.

Diploma, Illinois State Normal University, 1923; Student, Illinois State Normal University, Summer Terms, 1930 and 1931.

LETTA MARGARET SCHWARTZ, B.M.E., Assistant in Instrumental Music.

B.M.E., Illinois Wesleyan University, 1929; Graduate Student, Summer Terms, Illinois Wesleyan University, 1929, 1931.

DOROTHY SPARKS STILLMAN, Assistant and Teacher of Home Economics.

Diploma, Illinois State Normal University, 1924.

MARJORIE JEAN WALKER, Ph.D. (Pending), Instructor and Supervising Teacher in the First Grade.

Ph.B., University of Chicago, 1924; Ph.D., (pending) University of Minnesota, 1932.

COOPERATING RURAL SCHOOLS

NANCY ANNIS CLARK, Instructor and Supervisor of Student Teaching in the Little Brick School.

Diploma, Illinois State Normal University, 1927; Student, Illinois State Normal University, Summer Terms, 1928, 1929, 1930 and Summer Quarter, 1931.

DEWEY FRANKLIN FRISTOE, Ed.B., Instructor and Supervisor of Student Teaching in the Houghton School.

Ed.B., Illinois State Normal University, 1931.

LOIS ATTEBERRY FRISTOE, Assistant and Teacher in the Houghton School.

Diploma, Illinois State Normal University, 1922; Student, Lincoln College, 1922-1924; Student, Millikin Conservatory of Music, 1924-1925; Student University of Illinois, Summer Sessions, 1924 and 1925.

BESSIE IRENE HIBARGER, Ed.B., Instructor of Student Teaching in the Price School.

Ed.B., Illinois State Normal University, 1926, Graduate Student, Boston University, Summer Session, 1930.

LIBRARY STAFF

ELEANOR WEIR WELCH, M.S., Assistant Professor and Head Librarian.

A.B., Monmouth College, 1914; Student, Library School, University of the State of New York, 1919-1920; Library Certificate, 1920; Student, School of Library Service, Columbia University, 1927-1928; M.S., 1928.

EBBA EMELIA HAMMARLUND, A.B., Assistant Librarian.

A.B., Carroll College, 1923; Student Northwestern University, Summer Session, 1925; Certificate in Library Methods, University of Wisconsin, 1928.

EDNA IRENE KELLEY, Assistant Librarian.

Diploma, Illinois State Normal University, 1910; Special Student in Library Science, Illinois State Normal University, 1911-1912.

GERTRUDE ANDREWS PLOTNICKY, Assistant Librarian.

Student, Chicago Public Library Training School, 1910-1911; Student University of Wisconsin, Summer Session, 1913.

GENEVIEVE ANNA POHLE, A.B., Cataloger.

A.B., University of Wisconsin, 1922; Student Library School, University of Wisconsin, 1922-1923; Library Certificate, 1923.

THOMAS MORSE BARGER, JR., Student Library Assistant.

ALBERT CHANDLER BROWN, Student Library Assistant.

EUGENE BUXTON, Student Library Assistant.

JUNIOR BENSON CRANDALL, Student Library Assistant.

VIVIAN IRENE EMERSON, Student Library Assistant.

JEAN LOUISE FLOCKHART, Student Library Assistant.

JUDITH BONITA GREGORY, Student Library Assistant.

MILDRED LUCILE JENKINS, Student Library Assistant.

DALE IRTYS LANDERS, Student Library Assistant.

DOROTHY MAY LANGSTON, Student Library Assistant.

GEORGENE ELIZABETH LARSON, Student Library Assistant.

VERYL EUGENIA MCCLURE, Student Library Assistant.

ENID LORRAINE NEWBOLD, Student Library Assistant.

LESLIE ROUTLEDGE, Student Library Assistant.

HALBERT BOHRER TATE, Student Library Assistant.

FRANCES GERTRUDE VAN HUSS, Student Library Assistant.

ADDITIONAL MEMBERS OF THE FACULTY

SUMMER QUARTER, 1931

GEORGE C. ATTEBERRY, A.M., Teacher of Political Science, Crane Junior College, Chicago, Illinois. *Economics and Social Psychology.*

WILLIAM T. BEADLES, A.M., Assistant Professor of Economics, Illinois Wesleyan University, Bloomington, Illinois. *Economics.*

FLORENCE E. BLACKBURN, A.M., Teacher of Geography, Central High School, Valley Stream, New York. *Geography.*

OMAR CASWELL, A.M., Head of the Department of Education, Tarkio College, Tarkio, Missouri. *School Administration.*

EDWARD L. COLE, Ed.D., Formerly Head of the Department of Education, State Teachers College, Chico, California. *Education.*

JOHN H. GLAESER, A.M., Superintendent of Schools, Trenton, Illinois. *Arithmetic Methods.*

STELLA VAN PETTEN HENDERSON, A.M., Teacher of Social Science, Joliet Township High School. *Education; Acting Dean of Women, Second Term.*

ROB ROY MAC GREGOR, Ph.D., Head of the Department of History and Social Science, Mac Murray College, Jacksonville, Illinois. *History.*

HARRY W. MCCULLOCH, A.M., Superintendent of Schools, Chatsworth, Illinois. *Education.*

ERIC O. MAY, A.M., Principal of the Robinson Township High School, Robinson, Illinois. *Education.*

WILLIAM A. MILLER, A.M., Principal of the Matheny School, Springfield, Illinois. *Education.*

BENJAMIN C. MOORE, A.M., Superintendent of Schools, Eureka, Illinois. *Education.*

GERALD E. MOORE, Ph.D., Assistant in the Department of Mathematics, University of Illinois. *Mathematics.*

LEWIS B. MULL, Ph.D., Head of the Department of Education and Dean of the College of Liberal Arts, University of Dubuque, Dubuque, Iowa. *Education.*

DONALD H. NICHOLSON, A.M., Assistant Professor of European History, University of North Dakota, Grand Forks, North Dakota. *History.*

RUSSELL L. PACKARD, Ph.D., Head of the Department of Geography, Teachers College, University of Akron, Akron, Ohio. *Education.*

JOHN L. PAGE, Ph.D., Associate in Geology, University of Illinois. *Geography.*

SAMUEL C. RATCLIFFE, Ph.D., Professor of Sociology, Illinois Wesleyan University, Bloomington, Illinois. *Sociology.*

ESTHER ROBINSON, Supervisor of Art, Public Schools, Jacksonville, Illinois. *Art.*

MARY A. ROBINSON, Ed.B., Graduate Student, University of Chicago. *Geography.*

ROBERT W. RUCKER, A.M., Head of Department of Geography, State Normal School, Hyannis, Massachusetts. *Geography.*

A. MARGUERITE SHERMAN, B.S., Supervisor of Primary Grades, State Normal School, Danbury, Connecticut. *Reading.*

IVAN M. STONE, Ph.D., Assistant Professor of Political Science, Beloit College, Beloit, Wisconsin. *Civics and History.*

ALBION G. TAYLOR, Ph.D., Professor of Economics, College of William and Mary, Williamsburg, Virginia. *Economics.*

ESTHER VINSON, A.M., Graduate Student, University of Wisconsin (Assistant Professor on leave of absence, Illinois State Normal University). *Literature and English.*

HELEN BRYANT WYMAN, B.A.E., Formerly Instructor in Art, Illinois State Normal University. *Art.*

STANDING COMMITTEES OF THE UNIVERSITY FACULTY

ADMISSION AND ADVANCED STANDING.—ELSIE J. BRENNEMAN, (Chairman), O. LILLIAN BARTON, H. A. BROWN, R. G. BUZZARD, F. S. SALISBURY, H. H. SCHROEDER, GRACE E. VINSON.

ALUMNI RELATIONS.—JESSIE E. RAMBO (Chairman), ANNETTA B. COOPER, JESSIE M. DILLON, J. A. FRALEY, EDNA M. GUEFFROY, C. M. HAMMARLUND, C. E. HARPSTER, C. E. HORTON, C. W. HUDELSON.

APPOINTMENTS.—F. S. SALISBURY (Chairman), MARGARET M. BARTO, C. E. DECKER, L. W. HACKER, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, RUBERTA N. SMITH, F. S. SORRENSON, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

ATHLETICS.—C. W. HUDELSON (Chairman), T. J. LANCASTER, MARGARET M. BARTO, W. A. L. BEYER, R. W. FOGLER, H. J. HANCOCK, C. A. HARPER, RICHARD G. BROWN, C. E. HORTON.

AUDITORS OF STUDENT ORGANIZATIONS.—H. W. ADAMS, (Chairman), EDITH I. ATKIN, JESSIE M. DILLON, T. J. LANCASTER, C. N. MILLS.

BUILDINGS AND GROUNDS.—A. C. NEWELL (Chairman), HARRY F. ADMIRE, W. A. L. BEYER, R. G. BUZZARD, R. H. LINKINS, NEVA MCDAVITT, R. D. MARSH, CARL REIN, F. S. SALISBURY, H. H. SCHROEDER.

CURRICULA AND COURSES.—H. A. BROWN (Chairman), H. W. ADAMS, MARGARET M. BARTO, O. LILLIAN BARTON, W. A. L. BEYER, ELSIE BRENNEMAN, R. G. BUZZARD, ANNETTA B. COOPER, RACHEL M. COOPER, C. W. CROSS, C. E. DECKER, MARGERY A. ELLIS, MAY GOODWIN, L. W. HACKER, C. A. HARPER, C. E. HARPSTER, A. WEZETTE HAYDEN, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, ERMA F. IMBODEN, J. A. KINNEMAN, E. M. R. LAMKEY, R. H. LINKINS, BLANCHE MCAVOY, C. F. MALMBERG, C. N. MILLS, A. C. NEWELL, GERDA OKERLUND, G. M. PALMER, H. A. PETERSON, LAURA H. PRICER, R. W. PRINGLE, JESSIE E. RAMBO, AGNES F. RICE, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSON, CHRISTINE A. THOENE, FLORENCE TILTON, F. S. SALISBURY, GRACE E. VINSON, ELEANOR W. WELCH, F. W. WESTHOFF, A. R. WILLIAMS.

CUSTODIAN OF STUDENT ACTIVITY FUNDS.—JENNIE A. JOHNSON.

DEGREES AND DIPLOMAS.—ELSIE J. BRENNEMAN (Chairman), MARGARET M. BARTO, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, F. S. SALISBURY, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSON, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

EDUCATIONAL RESEARCH—C. F. MALMBERG (Chairman), EDITH I. ATKIN, E. W. CAVINS, K. S. FLETCHER, C. E. HARPSTER, J. A. KINNEMAN, E. M. R. LAMKEY, C. N. MILLS, ROSE E. PARKER, H. A. PETERSON, F. S. SALISBURY, E. A. TURNER.

ENTERTAINMENTS, LECTURES AND CONCERTS.—R. H. LINKINS (Chairman), H. F. ADMIRE, MABEL C. ALLEN, EDITH I. ATKIN, W. A. L. BEYER, C. L. CROSS, K. S. FLETCHER, R. W. FOGLER, C. M. HAMMERLUND, C. W. HUDELSON, J. A. KINNEMAN, LAURA H. PRICER, GRACE E. VINSON.

EXCUSE OFFICERS.—H. H. SCHROEDER (Chairman), O. LILLIAN BARTON, RACHEL M. COOPER, R. H. LINKINS, THELMA NELSON.

EXECUTIVE COUNCIL.—H. A. BROWN (Chairman), H. W. ADAMS, O. LILLIAN BARTON, W. A. L. BEYER, ELSIE J. BRENNEMAN, R. G. BUZZARD, C. L. CROSS, C. E. DECKER, MAY GOODWIN, L. W. HACKER, M. J. HOLMES, C. E. HORTON, C. W. HUDELSON, ERMA F. IMBODEN, R. H. LINKINS, A. C. NEWELL, LAURA H. PRICER, R. W. PRINGLE, JESSIE E. RAMBO, F. S. SALISBURY, H. H. SCHROEDER, RUBERTA N. SMITH, F. S. SORRENSON, FLORENCE TILTON, ELEANOR W. WELCH, F. W. WESTHOFF, A. R. WILLIAMS.

FORENSICS.—F. S. SORRENSON (Chairman), MABEL C. ALLEN, W. A. L. BEYER, R. G. BROWNE, C. A. HARPER, C. E. HARPSTER, J. A. KINNEMAN, GRACE E. VINSON, G. M. PALMER.

HIGH SCHOOL LITERARY AND MUSIC CONTESTS.—J. A. KINNEMAN (Chairman), R. G. BROWNE, MARY E. BUELL, C. L. CROSS, A. W. DRAGOO, CLARENCE ORR, K. S. FLETCHER, C. M. HAMMERLUND, C. E. HARPSTER, C. E. HORTON, T. J. LANCASTER, JESSIE E. RAMBO, AGNES F. RICE, F. S. SORRENSON, MARION A. TAYLOR, FLORENCE E. TEAGER, (Manager), F. W. WESTHOFF (Director).

REGISTRATION AND CLASS SCHEDULES.—H. H. SCHROEDER (Chairman), MARGARET M. BARTO, H. A. BROWN, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, R. W. PRINGLE, JESSIE E. RAMBO, F. S. SALISBURY, RUBERTA N. SMITH, F. S. SORRENSON, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

MUSIC.—F. W. WESTHOFF (Chairman), DOROTHY G. BRUNK, E. W. CAVINS, ELINOR B. FLAGG, K. S. FLETCHER, J. E. FRALEY, RUTH O. GERARD, C. F. MALMBERG.

SECRETARY OF THE FACULTY.—ANNETTA B. COOPER.

SOCIAL AFFAIRS.—MARY E. BUELL (Chairman), O. LILLIAN BARTON, HARRIET J. BERNINGER, VEDA H. BOLT, ROSE M. BURGESS, E. W. CAVINS, MABEL P. CROMPTON, ELINOR B. FLAGG, R. W. FOGLER, MAY GOODWIN, R. H. LINKINS, C. F. MALMBERG, E. A. TURNER.

STUDENT LIFE AND WELFARE.—R. H. LINKINS (Chairman), EDITH I. ATKIN, H. W. ADAMS, W. A. L. BEYER, R. G. BUZZARD, H. A. BROWN, MARGARET M. BARTO, O. LILLIAN BARTON, RICHARD G. BROWN, DOROTHY G. BRUNK, KATHARINE M. CARVER, E. W. CAVINS, JANE CHURCH, M. REGINA CONNELL, RACHEL M. COOPER, MABEL P. CROMPTON, JESSIE M. DILLON, M. J. HOLMES, C. E. HORTON, T. J. LANCASTER, H. H. SCHROEDER, L. S. SMITH, CHRISTINE A. THOENE, A. R. WILLIAMS.

STUDENT PUBLICATIONS.—G. M. PALMER (Chairman), MARION C. ALLEN, T. M. BARGER, ALTA J. DAY, MARGERY A. ELLIS, K. S. FLETCHER, E. A. TURNER, GRACE E. VINSON, A. R. WILLIAMS.

STUDENTS' SCHOLARSHIP.—H. H. SCHROEDER (Chairman), MARGARET M. BARTO, ELSIE J. BRENNEMAN, H. A. BROWN, C. E. DECKER, L. W. HACKER, C. E. HORTON, C. W. HUDELSON, A. C. NEWELL, JESSIE E. RAMBO, F. S. SALISBURY, RUBERTA N. SMITH, F. S. SORRENSON, FLORENCE TILTON, F. W. WESTHOFF, A. R. WILLIAMS.

UNIVERSITY PUBLICATIONS AND PUBLICITY.—M. J. HOLMES, (Chairman), GLADYS L. BARTLE, M. REGINA CONNELL, K. S. FLETCHER, L. W. HACKER, C. E. HORTON, E. M. R. LAMKEY, RUTH STROUD, A. R. WILLIAMS.

The President is ex-officio a member of all committees.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the first state normal school established in the Mississippi Valley and the ninth in the United States. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus, an experimental farm of ninety-five acres, and a school garden of three acres was donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was ready for use in 1860 the school was housed in Major's Hall, Bloomington. The Main Building was the largest and best in the United States at the time of its completion and is now the oldest in use for normal school purposes. New buildings have been added from time to time to meet the ever-increasing demands for more and better-prepared teachers, until now nine major buildings are used to their full capacity to carry on the work of the University.

PROGRESSIVE DEVELOPMENT

The historical development of Illinois State Normal University is marked by well-defined stages that coincide rather closely with the administrations of its several presidents and with characteristic trends and educational needs in the history of Illinois.

The distinctive achievement during the administration of President Charles E. Hovey (1857-1862) was the founding and effective organization of the institution, and the commitment of the legislature of Illinois to the policy of maintaining such a school by public taxation. These successful beginnings were due largely to the courageous leadership of President Hovey in a battle against tremendous odds, and to his wisdom in selecting able and devoted men and women to carry on the work.

Under the inspirational leadership of President Richard Edwards (1862-1876) together with the influences of increasing numbers of young teachers sent out from the University the popular mind was permanently won over to the state normal school idea. The study and teaching of science under Joseph A. Sewell, John W. Powell, and Stephen A. Forbes gave Illinois a distinct leadership in the movement of science education in the United States. In 1874 the work of student teaching was reorganized under the directorship of Thomas Metcalf.

ATTAINMENT OF NATIONAL RECOGNITION

During the period of President Edwin C. Hewett's administration (1876-1890) the University became nationally recognized as a leader in teacher training because of its thoroughness in the study and teaching of the common branches. It was the age of exact definition and exacting disciplines; but extreme formalism was avoided by the influence of new ideas and methods from the great centers of German pedagogy. Great enthusiasm for teaching continued to attract large numbers of choice young men and women of the state into educational work.

Under the vigorous administration of President John W. Cook (1890-1899) two new buildings were erected—the first building for the Training School (1894) and the combined Gymnasium and Library (1897), now called the "Old Castle." The growing high-school movement was felt by the presence of increasing numbers of high-school graduates, making possible the elimination of some of the most elementary subject-matter courses. This decade was the beginning of a new era in education, and the Illinois State Normal University under the liberal leadership of President Cook became an enthusiastic center of study and application of the new educational ideas. This institution became the center of the Herbartian movement in America.

CHANGES IN CURRICULA AND ORGANIZATION

The one year of Dr. Arnold Tompkins' presidency (1899-1900) and the early years of President David Felmley's administration (1900-1930) saw a complete readjustment and extension of curricula and organization for the better preparation of teachers who could meet the new and varied demands of education for life in the twentieth century.

President Felmley's administration was distinguished by other notable advances: (1) the adoption of the principle of electives and differentiation of curricula to enable a student to make specific preparation for the field of teaching he wished to enter; (2) the establishment of the Teachers College; (3) the enlargement of the training school to include the University High School, the Elementary School at the Illinois Soldiers Orphans Home, and several rural schools; (4) the use of the University farm for demonstration and experiment in preparing teachers of agriculture; (5) the establishment of correspondence and extension courses; (6) the preparation of teachers in vocational education; (7) provision for valuable work not adequately recognized before, such as public school music, the kindergarten, physical education, public speaking, nature study, school medical advisor, school nurse, journalism.

President Harry A. Brown became administrative head of the Illinois State Normal University on July 1, 1930, as its seventh president.

A reorganization of the school has been effected in order to make more functional its aims as a teachers college. Divisions which represent units of the institution in which one or more curricula prepare a distinct kind of teacher, have largely taken the place of the former departments. Curriculum changes have also been inaugurated in order to make the various courses bear more directly on the task of teacher preparation.

NEW BUILDINGS

As this program developed over the thirty-year period of President Felmley's administration six new buildings were added to the material plant, not including the green house, or the farm buildings: the Manual Arts Building in 1908; the Thomas Metcalf Training School in 1913; the new Central Heating Plant in 1916; Fell Hall, the women's residence hall, in 1917; the Henry McCormick Gymnasium in 1926; and the David Felmley Hall of Science in 1930.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was practically but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It lead to the normal school diploma, and was required of everyone who graduated.

Students who expected to teach classes of high school grade usually took additional advanced elective courses for that purpose in addition to the requirements for a diploma.

After 1900 two-year curricula and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field.

Today there are seventeen four-year curricula and four two-year curricula.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work above a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

The American Association of Teachers Colleges has accredited the Illinois State Normal University. The North Central Association of Colleges and Secondary Schools has also accredited the University under its standards for colleges and universities, which are the highest standards which the Association maintains. Graduates of the University are thus eligible to teach in any secondary school in the state and in other states.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus skirted on each side with an irregular line of trees so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least sixty years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. He insisted upon having a landscape gardener plan the planting and in 1857 sent to Philadelphia to secure such an artist. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist. The planting was done in 1867.

Among the trees planted were representatives of most of the tree families indigenous to the Mississippi Valley, as well as a few exotics. Of the native species there were maples, elms, oaks, walnuts, birches, locusts, lindens, ashes, willows, poplars, tulips, sycamores, catalpas, red buds, and hawthorns. The exotics were the English and Scotch elms and the Norway maple.

Interspersed among the above broad-leafed trees were attractive clumps of conifers including all the species that thrive well under the climatic and soil conditions of the Middle West. There were pines, spruces, hemlock, fir, arbor vitae, junipers, larches, and cypress.

During the last twenty years many new types have been added to the campus trees. Among the interesting native species are the pecan, sweet gum, sassafras, persimmon, June berry, yellow wood, iron wood, purple beech, cucumber, and wahoo. There are a number of trees of foreign origin. Soulange's magnolia which stands in front of Fell Hall, one of the most attractive, is a native of Japan. Other natives of Japan and China are the ailanthus which stands west of the Gymnasium, the paulownia which is near the Greenhouse, and the ginkgo, which stands in the clump of shrubbery at the left of the Gymnasium entrance. Another interesting exotic is the Russian olive, a very graceful tree with beautiful gray-green foliage and light yellow flowers. There are two specimens of this olive, one standing north of the Library and one west of the Gymnasium.

There is also a European plane tree which resembles the sycamore, and the picturesque Camperdown elm which is a variety of the Scotch elm.

Besides the trees there are many shrubs artistically planted in the vicinity of the buildings, grouped in the angles of the walks, and arranged along the borders and at the entrances.

The flowers of the shrubs display a succession of colors beginning early in April with the small white clusters of spirea thunbergii and the golden bells of forsythia, followed during the latter part of April and May by the massive plumes of spirea van houttei and the various shades of red, yellow, lavender, and pink of the japonicas, lilac, honeysuckle, barberry, and others. Still later come the syringa, weigela, elderberry, sumac, hydrangea, until finally in the latter part of October and November we have the peculiar long-petalled yellow flowers of the witch hazel.

When autumn comes, the shrubs still display wonderful tints of color, not alone in the foliage but also in the fruit. Among the most attractive are the clusters of cranberry-red berries of the viburnums, the scarlet bead-like fruit of Japanese barberry, the blue blades of the privet and kerria, the choral clusters of Indian currant, and the orange and red drooping fruit of the wahoo.

Even in winter among the beautiful subdued tints and shades of the trees and herbage some of the shrubs continue to show bright colors in their berries and tinted stems.

The great variety of trees and shrubs with the birds and insects that they attract afford a rich field of study for the nature-study and biology classes. At the same time the extensive campus offers opportunities for all kinds of out-door sports. Tennis, volleyball, basketball, hockey, baseball, and football, all have a place on the grounds. So from the standpoint of usefulness, as well as beauty, the campus adds much to the enjoyment of student life in Normal.

THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education,

lies within one block of the campus and consists of ninety-three acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. The land in this farm has been owned by the Illinois State Normal University since its founding in 1857. This farm is one of the original twenty farms upon which, by cooperation with the United States Department of Agriculture, was formulated the McLean County swine sanitation system. This practical program of swine management has spread throughout the states in the central Mississippi Valley.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking the courses in agriculture.

The farm is best equipped for dairying, a feature which increases the activities of the farm and adds to the student's possibilities of practice and observation. Pure-bred dairy cattle, swine and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.

A five-field rotation is carried on, and a careful and thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in agriculture, enabling them to study scientific farming from the business point of view.

THE UNIVERSITY GARDEN

The University offers excellent opportunity for gardening and plant study. A garden-laboratory occupies a block between University Street and Main Street, bordering the northwest corner of the campus. This large garden is divided into a number of individual plots which become laboratories for various nature study and biology classes of the University and for the first six grades of the Training School.

Instruction in the preparation of seed beds, indoor planting in the University green house, transplanting, cultivation and propagation is made possible by maintaining such a garden. A great number of varieties of both flowers and vegetables are planted so that identification of the more common species of flowers and vegetables along with the more recently introduced varieties is made possible. The garden also offers excellent facility for structural studies of the various flowers and vegetables for the biology classes of the University.

Student teachers are given actual experience in teaching gardening to training school classes. A children's garden club known as "The Alice Jean Patterson Children's Garden Club" is maintained jointly by the Woman's Improvement League of Normal, the public schools of Normal and the University. Children of both the public schools of Normal and of the Training School of the University are eligible to membership in this club which now has a membership of more than five hundred school children. A paid garden supervisor supervises the work of this club during the summer. The garden club fosters a large flower and vegetable exhibit in the fall.

MAIN BUILDING

The Main Building, one of the land-marks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure 160 by

100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices,—excepting the offices of the President,—a study hall accommodating three hundred students, the Philadelphian and Wrightonian society halls, and twenty classrooms used chiefly for classes in education, mathematics, history, sociology, economics, literature, English, music, reading and public speaking.

FELL HALL

Fell Hall, an attractive three-story red brick building of colonial type, is the residence hall for women.

The drawing room, dining room and reception rooms on the ground floor, invite residents and their friends to sociability and comfort. Various organizations on the campus avail themselves of the opportunity to use these rooms.

The rooms for students are simple, substantial, in good taste, and carefully planned for comfort and convenience. Each room has been provided with a lavatory and a full-length mirror, and double rooms have a closet and a study desk for each girl. The single beds, which are white enamel, can be made up into couches in the daytime. Dressers, tables and chairs are of fumed oak in mission style; couch covers, rugs and draperies harmonize to give a homelike atmosphere. The Hall affords laundry facilities, privileges of a kitchenette on each floor, and a comfortable library.

Every effort has been made to equip the building so that the life of its residents will be conducive to social development, good study habits, sound health and fine womanhood generally.

COMMERCE BUILDING

The "Old Castle" is a rambling, gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms, now used by the pupils of the training schools. The school physician has offices on this floor.

The second and third floors accommodate the work of the Division of Commerce Education. On the second floor there are four recitation rooms and two instructor's offices. Here will be found the equipment in accounting and that for other commercial classes in the University High School, and one room which is used for the university classes in elementary accountancy. Modern steel furniture has been installed in the high school section and the elementary accountancy students do their work on neat sanitary desks of quarter-sawed oak.

At the top of the winding oak staircase on the third floor are two rooms of the mezzanine type, one a conference room and the other the office of the high school commercial supervisor. Further up and around another turn of the stair adjoining a wide hall, is the office of the director of the Division, equipped as that of a business executive with desks, files, and office machines of the latest type. The remainder of the third floor is divided into four lecture and equipment rooms and one large office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room holds the equipment in typewriting

and office training, and throughout the day is a hive of industry. Two other rooms are devoted to recitation and lecture work and are furnished with tablet arm chairs of a sturdy and attractive model. The office and laboratory of the teaching staff in secretarial science has modern desks, files, and special equipment for mimeographing and multigraphing.

The use of this entire building, except the gymnasium, for the work in commerce provides exceptional facilities for preparing teachers in this subject.

THE UNIVERSITY LIBRARY

The University Library was established on December 23, 1858, when President Charles E. Hovey, the first president of the University, accepted the gift of 197 volumes, over half of which were government documents. Two years later 500 scientific books were added, the property of the Illinois Natural History Society. From this beginning the collection has grown to over 51,000 bound volumes with a yearly increase of about 3000 titles. It also contains 26,303 pamphlets and a picture collection of 8,275 items. These are classified and catalogued so as to be easily accessible to the student body. In addition the Library receives 260 American and foreign periodicals and newspapers.

The Library Building is the second oldest on the campus. Built originally for the training school, it was remodeled in 1917 to make the present library.

On the second floor is the reading room. The walls are lined with bound periodicals published since 1915, a collection of general reference books, and special books on history and sociology. Here, too, is found a selection of books especially suited to leisure reading. The steel stack of five levels houses 40,000 volumes and is open to students by special permission.

The Library has the following gift collections: a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick collection of history; and the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the Class of 1924.

A library staff composed of a librarian and four assistant librarians is on duty to aid students in the use of the library. There is also a student staff of fifteen. The Library is open from 7:30 A.M., to 9:30 P.M., from Monday through Thursday and from 7:30 A.M., to 5:00 P.M., on Friday and Saturday.

Special library regulations are posted on the library bulletin board.

INDUSTRIAL EDUCATION BUILDING

The Manual Arts Building was built largely during the year 1908 to furnish the growing school with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The auditorium is a well lighted room which seats 1100 people and is located on the second floor. This is now called the Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles

L. Capen of Bloomington, who was a devoted friend of the University for many years. An organ with electrical action is part of the equipment of the auditorium.

The lower floor of the building is used for shops, drafting rooms, and classrooms for the Division of Industrial Education, except two rooms used for applied design and pottery.

The second floor furnishes rooms for home economics and fine arts.

On the third floor are found a garment making room belonging to the division of home economics and several rooms now used for class work in psychology.

The equipment of the manual arts building has been the best that could be secured when purchased and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, eight lathes, and about 30 Toles benches. The machines are all electrically driven. Special rooms for lumber and wood-finishing are provided near the shops. Two drafting rooms are located on the north side of the building.

The art department with its new equipment of up-to-date tables and stools has added to its efficiency in various ways.

The home economics division has a carefully selected kitchen equipment, a dining room, and a sewing or garment room in addition to an office and class room.

TRAINING SCHOOL BUILDING

The campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building with which it is connected by a bridge. This building is occupied by the kindergarten, primary, intermediate and grammar grades, and the University High School.

The first floor consists of the kindergarten rooms and other units. The kindergarten occupies two large rooms at the east end of this floor. West of the kindergarten rooms there are two large play rooms for boys and girls respectively. In addition there are four class rooms, a kitchen for home economics, a room for agriculture, and two offices. There are toilets for boys and girls on each floor.

The second floor consists of four units that are occupied by the first four grades, and other rooms. The units occupied by the first four grades are located in the four corners of the floor. Each unit consists of a large study and recitation room, a class room, and an office for the supervisor. In addition to these units for the four elementary grades, there are a large study hall for the high school and three administrative and supervisory offices.

The third floor consists of four units that are occupied by the four upper grades, and other rooms. These units, as on the second floor, occupy the four corners of this floor. Each of these units consists of a large class room, a recitation room, and an office for the supervisor. In addition to these four units, there are two large recitation rooms, an office for the university nurse, and a small recitation room for individual work.

The various departmental units are well equipped. The kindergarten possesses a piano, blocks of various size, sand tables, and other suitable materials. Each of the grades has many sets of supplementary books and maps. There is a piano on each floor for the use of the grades. A large Keystone Lantern with slides is available for the entire school. Sets of method books and other educational books are available for the supervisors and practice teachers.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Avenue immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly onto the field, so that when desirable the field may be entirely closed to spectators when practice sessions are being conducted. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields which serve as the training ground for a large number of students taking work in athletics and physical education.

Along the west side is located the varsity football field and an excellent quarter mile cinder track. Immediately south of the gymnasium is the varsity baseball diamond and practice football field. Numerous play areas for minor sports are located conveniently along the north end of the field. During the fall and spring months the outdoor facilities of McCormick Field are used to capacity throughout the day for required activities and intramural and varsity athletics.

Present plans call for the extension of the facilities of McCormick Field to include eight additional tennis courts, a new practice field for soccer and football and the addition of a 220-yard straight-away to the track.

McCORMICK GYMNASIUM

The new Henry McCormick Gymnasium was erected in 1925 and is one of the finest gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, store rooms, and toilet facilities.

In the main lobby are stairways leading to the second floor where there are two large class rooms, a dance studio, a completely equipped physical examination and therapeutic room, and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side the locker room provides space for 1000 lockers. There are

two large team rooms, a boxing and wrestling room, shower rooms containing a battery of 20 showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room, and toilet facilities. On the women's side the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, corrective exercise room, club room, supply room, and toilet facilities.

Stairways lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit thus permitting a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used without obstruction. The seating capacity of the gymnasium is approximately 1600.

NEW SCIENCE BUILDING

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of the Library Building and north of the Thomas Metcalf Building. This building is devoted wholly to science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, class rooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of nature study and physics.

The two rooms devoted to nature study are arranged for both laboratory and class room work. These rooms are well provided with sinks, running water for aquariums, gas, and alternating and direct currents. The location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both class room and laboratory work; it was designed and equipped with the purpose of serving as a model high-school physics room. It is well stocked with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the class rooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology laboratory trapezoidal tables are used which make it possible for students sitting

away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the president's suite of offices, the office of the dean of men, the registrar's office, and the biology offices.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic and physiological, and analytical and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.

In addition there are two recitation and lecture rooms, a commodious store room, dark room, two balance rooms, and three combined offices and research laboratories, the latter for use of members of the staff.

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum, and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chemistry classes in the University High School the third floor also quarters the freshman high school classes in general science, thus offering excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken.

UNIVERSITY GREENHOUSE

The University now owns a large Plant House located east of the new Science Building. An appropriation has been made by the legislature for a new Plant House and a second appropriation for an additional sum has been requested of the Legislature of 1931.

Plans for the new University greenhouse have been made and it is expected that in the near future there will be completed in the center of the school garden a very attractive and practical greenhouse layout costing approximately $16,000 and composed of the following units or sections: a service building and tool house combined; one or two growing house units; and a palm house and conservatory combined. The service building will be constructed of brick to correspond with the newer buildings on the main campus and the remaining units will be of the most modern steel frame and glass construction.

The greenhouse, under supervision of the Division of Agricultural Education, is designed to serve two main purposes: first, as a laboratory in

which to train teachers and investigators of problems of propagation and growth of plants; and second, as a storage place for plants in the winter season.

The special branch of horticulture which has for its object the production of plants under more or less artificial conditions of light, heat, moisture, and soil has come to be generally known as the growing of plants under glass. This new greenhouse will serve well as a laboratory where work can be carried on in the propagation and growth of plants as well as the making and care of hotbeds and cold frames. Also, a study of the principles and practices of growing potted plants and cut flowers including some work in cut-flower arrangement and design will be available. The use of plants and flowers for beautifying both private and public properties has become so common that it is highly desirable to have a modern greenhouse in such an institution as this for instructional purposes.

CENTRAL HEATING PLANT

The central heating plant of the University supplying heat and hot water for the several buildings as well as steam for the operation of the deep-well pump, is housed in a modern brick building.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at $150,000.

A well 243 feet deep located at the building furnishes water for the use of the University.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

WITHERS PUBLIC LIBRARY OF BLOOMINGTON

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its reference shelves and magazine files may be used at any time, and loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.

ENTRANCE AND ADVANCEMENT IN SCHOOL

REQUIREMENTS FOR ADMISSION

Entrance requirements are stated in terms of units of high-school work, a term which should not be confused with the term credit as applied to college work. A high-school unit represents the work of one hundred eighty class periods of forty minutes each. Two laboratory periods in any science or shop subject are considered equivalent to one class period. In a number of subjects half-units may be presented. In closely allied subjects such as botany and zoology, not usually taught throughout an entire year, units may be constructed by combining the respective time values of the two subjects.

GENERAL REQUIREMENTS

An applicant for admission to the University must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Students may be admitted at the beginning of each of the three quarters or at the opening of each of the summer terms. Students may enter to the best advantage, however, at the opening of the school year in September.

Fifteen units, distributed as indicated below, are required for admission. Students offering only one foreign language must present at least two units. They must have two units in one foreign language before one unit in another language may be credited. In exceptional cases, however, one unit in a single foreign language may be offered as an optional subject.

GROUP A: REQUIRED SUBJECTS

I. The following units are required of all:
   (a) **English**, three units

II. Two units must be presented from each of two of the following:
   (a) **Mathematics**, two units
   (b) **Foreign Language**, two units
   (c) **Natural Science**, two units
   (d) **Social Science**, two units

The two units in mathematics must consist of either one unit in algebra and one unit in plane geometry, or two units of correlated or general mathematics.

III. In addition to the units required under I and II above, a sufficient number of units to make up the fifteen must be offered from Groups B and C. Not more than four units, however, may be offered from Group C.

GROUP B: GENERAL ELECTIVES

Latin, one, two, three, or four units
Greek, one, two, three, or four units
French, one, two, three, or four units
German, one, two, three, or four units
Spanish, one, two, three, or four units
Italian, one, two, or three units
English (4th unit), one unit
Advanced algebra, one-half or one unit
Solid geometry, one-half unit
Trigonometry, one-half unit
Greek and Roman history, one-half or one unit
Medieval and modern history, one-half or one unit.
English history, one-half or one unit
American history, one-half or one unit
Civics, one-half or one unit

Economics and economic history, one-half or one unit
Commercial geography, one-half or one unit
Other social science, one-half or one unit
Physiography, one-half or one unit
Physiology, one-half or one unit
Zoology, one-half or one unit
Biology, one-half or one unit
Botany, one-half or one unit
Physics, one or two units
Chemistry, one-half, one or two units
General science, one unit

GROUP C: SPECIAL ELECTIVES
(Only four units may be chosen from this group)

Astronomy, one-half unit
Geology, one-half or one unit
Agriculture, one, two, three, or four units
Bookkeeping, one unit
Business law, one-half unit
Commercial Arithmetic, one-half unit
Home economics, one, two, three, or four units
Speech, one-half or one unit
Drawing, art and design, one-half or one unit
Industrial arts, one, two, three, or four units
Foreign language (other than those of Group B) one or two units
Music, one or two units
Shorthand, one or two units
Typewriting, one-half or one unit
Optional, one unit

SUBJECTS RECOMMENDED FOR ADMISSION

It is strongly recommended that in Group A, under II, mathematics be offered. The requirements of graduate schools are such that students who do not offer the usual two units in mathematics will be greatly handicapped if they plan to pursue their studies beyond the baccalaureate degree. The University assumes no responsibility for students who fail to gain admission to graduate schools if they have not presented two units of mathematics for admission. If mathematics is chosen, the other two units required under II in Group A may be selected from any one of the three subjects listed.

Students who plan to major in any subject listed in the admission requirements are advised to offer for admission the maximum number of units in that subject.

METHODS OF ADMISSION

There are four general methods by which admission to the University may be secured:

1. By presentation of a certificate of graduation from an accredited or recognized high school, with the required distribution of work.

2. By submitting evidence of studies successfully pursued in an institution of higher education.

3. By taking entrance examinations.

4. By qualifying as an unclassified adult special student.

ADMISSION BY CERTIFICATE

A candidate for admission by certificate must be a graduate of an accredited secondary school, or have fifteen acceptable units and the approval of the dean of the teachers college. Not more than twelve units will be accepted from a three year high school.

An applicant who has attended but who has not been graduated from an accredited school must pass entrance examinations in the following subjects amounting to five units as follows: English, one unit; additional subjects, four units.

The additional subjects mentioned above will be designated by the university authorities. The remaining ten units necessary to make up the fifteen units required for admission may also be made in entrance examinations or may be offered by certificate from an accredited school.

Blank certificates for students wishing to enter the University by certificate from an accredited high school or academy may be had of the registrar. They should be obtained early and should be filled out and sent to the registrar for approval as soon as possible after the close of the high-school year in June.

The registrar will endeavor to notify a student of his status promptly on receipt of his certificate. However, because of the rush of business, it is sometimes impossible to send such notices in cases where certificates do not arrive until the week prior to the opening of the University.

Applicants for admission who have had any work whatsoever in another institution of higher education, regardless of whether or not they wish to receive credit for it must submit complete credentials of both their high school work and college work. All such transcripts should be sent at least six weeks preceding the opening of the session in which the student desires to enter.

Entrance credits will also be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.

2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools, provided the certificate shows that the Illinois standard time requirements have been met.

3. From schools accredited by the Southern Association of Colleges and Secondary Schools.

4. From schools approved by the New England College Entrance Certificate Board.

5. From high schools and academies registered by the Regents of the University of the State of New York.

The University will not issue a permit to enter except on the basis of official detailed credentials filed in advance.

ADMISSION WITH ADVANCED STANDING

A person who has attended another college or university of recognized standing will be considered for admission to this University on presenting: a) a transcript of his college record, b) a certificate of honorable dismissal from the institution from which he comes, and, c) an official statement of his preparatory school work.

No substitutes will be accepted for the high school subjects prescribed by the University or for the requirement of high-school graduation, except that a) A Student who comes from an institution rated in Class A by the University of Illinois with a record of thirty hours without failures and with an average grade ten per cent above the passing grade of the college, may be matriculated in the University irrespective of deficiencies in prescribed subjects (except when necessary as prerequisites for advanced work to be taken here) or high school graduation. b) The registrar is authorized to waive the high school graduation requirement, but not the subject requirements, in the case of a transfer student who has completed a year of satisfactory work in a college, normal school, or junior college rated in Class A or Class B by the University of Illinois.

After matriculation an applicant may secure advanced standing either by examination or by transfer of credits.

1. Advanced standing is granted only by examination unless the applicant comes from an approved school.

2. Credits may be accepted for advanced standing from another university or college or a junior college of recognized standing or from a state normal school. An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied by a summary of his preparatory work and by a letter of honorable dismissal. Students intending to transfer to the University should send their credentials to the registrar as early in the summer as possible.

ADMISSION OF UNCLASSIFIED STUDENTS

Persons over twenty-one years of age may be admitted as unclassified students provided they secure the approval of the dean. They must give evidence that they possess the requisite information and ability to pursue profitably, as unclassified students, their chosen subjects.

An applicant for admission to the University who is not a legal resident of Illinois is required to present with his application for admission to the University, except as an unclassified student, satisfactory evidence that he maintained at the school or college which he last attended prior to seeking entrance to the University a full schedule of studies with a scholastic average at least ten percent above the passing grade of such school or college. In case of records which are not kept in numerical grades but in literal or other systems of grading this requirement will be interpreted to mean an average of one grade above the passing grade.

No one may enroll as an unclassified student in the University for more than two years, except by special permission, application for which must be made to the dean of the teachers college.

ADMISSION FROM UNACCREDITED OR UNRECOGNIZED SECONDARY SCHOOLS

Graduates of four-year non-accredited or non-recognized secondary schools in Illinois who have satisfied the full requirements for admission to the University may be admitted on probation without examination upon recommendation of the principal.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. But students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken. Advanced standing will not be given for any part of the senior year.

A student who has been dropped from another institution may not enter here until such a time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

Students who wish to earn credits by extension or correspondence with other institutions to be transferred should have such courses approved before taking them.

All cases of desired advanced standing or credit are dealt with on the principle of equivalence of work and quarter hours.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No student is given the diploma or degree of the University who has not completed one full year of work in residence.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on teachers certificates.

On and after September 1, 1935, students will be required to meet the current requirements for graduation regardless of what the requirements were at the time of their admission.

REGISTRATION

Saturday, September 10, 1932, and the three following days constitute "Freshman Days," which are devoted to introducing the new student to the life of the Teachers College. The program includes registration and enrollment, addresses by members of the faculty, brief tests in English, history, arithmetic, spelling, and general intelligence, devotional exercises on Sunday, and a series of social entertainments. All freshmen should assemble in Capen Auditorium at 8:00 A.M., Saturday and are required to stay on through the entire registration period. Upper-class students are due on Tuesday. Classes begin on Wednesday.

New students should be present in the morning of registration day to register in the office, to pay their term fees, to consult with the appropriate committee in regard to their program of studies, to enroll in their various classes, to consult with teachers in regard to their studies, to purchase their textbooks and to get their assignments. In the first summer term the first Monday also is a registration day.

Students upon arrival in Normal on registration day should come directly to Capen Auditorium at the University.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of any one of the two year curricula. The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula.

Candidates for graduation shall, at the beginning of the year in September, file with the registrar the program of studies they desire to follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the dean of the teachers college.

No student may receive the diploma or the degree unless three-fourths of his work has received a grade of higher than 75. No person may receive the diploma or the degree from this institution unless he has completed a full year of work.

Students who lack no more than 16 quarter hours of completing their curriculum participate in the Commencement functions in June and receive their diplomas upon the completion of their work in the ensuing summer terms.

Candidates for graduation in June should see that all conditions and deficiencies are removed by the end of the eighth week of the spring term.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES

The Illinois State Normal University prepares every kind of teacher required for the public schools of Illinois.

The curricula of the University are organized in conformity to the Illinois Certification Law. Certificates may be issued a) to candidates

who have passed the examinations prescribed by the State Examining Board, or b) to those who have done a required amount of work in teachers colleges or other higher institutions recognized for the training of teachers.

The Illinois State Normal University provides curricula and specific courses required for the various kinds of certificates.

Diplomas granted on completion of any of the two-year curricula entitle the holder to receive a limited state elementary certificate good for four years and renewable indefinitely. This certificate is good for teaching the first two years of high school work if endorsed by the county superintendent.

The special kindergarten-primary certificate, good for four years and renewable indefinitely, may be obtained by completing the two-year kindergarten-primary curriculum. It is issued on the basis of the diploma from this curriculum.

A special certificate, good for four years and renewable indefinitely, may be obtained after completing two years of work in any one of the four-year curricula in music, industrial arts, art, commerce, home economics, agriculture, and physical education, provided the student has completed not less than thirty quarter hours in the special field in which he desires certification, eighteen quarter hours in education and nine quarter hours in English.

A limited state high-school certificate, good for four years and renewable indefinitely, may be obtained after completing a four-year curriculum in music, industrial arts, art, physical education, home economics, agriculture, commerce, English, social science, foreign language, mathematics, and natural science, provided the student has taken a required sequence of courses in each subject which he desires to teach.

Students who have completed two years of work in the teachers college may be admitted to the examination for this high-school certificate.

Limited state supervisory certificates may be obtained upon the completion of one of the four-year curricula, provided that the applicant has taught successfully for four years in the common schools.

Any student who contemplates securing a life certificate may obtain the necessary information by consulting the dean of the teachers college, the dean of the training schools, or the registrar.

Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 48 quarter hours necessary to obtain a limited state elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation.

STUDENT LIFE AND EXPENSES

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7000 people. It adjoins Bloomington, a thriving city of 31,000 population. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University, the oldest state institution for the training of teachers in the Mississippi Valley. Situated as it is in the geographical center of Illinois it is strategically placed for convenience of access and for future development.

Normal and Bloomington are on three railroad systems, the Alton, the New York Central, and the Illinois Central. There are also the interurban lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois.

Lake Bloomington to the north of Normal, the park, the grove, and the golf-links at the south side of Bloomington added to the facilities of the beautiful and spacious university campus of fifty-six acres afford opportunities for out-door sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are distinctly literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

The situation is healthful, the site high and well-drained. The town of Normal is provided with excellent water, sewers, paved streets, gas and electric lights. Commodious homes with ample accommodations for 1,500 students stand within easy walking distance of the University. An electric railway and a bus line connect Normal and Bloomington. Twelve railroad lines radiating from Bloomington make it one of the most accessible cities in Illinois.

State highways 2 and 4 intersect at Normal and a great system of cement highways leading to all parts of the state center at Bloomington.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

HOW TO REACH NORMAL

The Illinois Central and the Alton go through Bloomington and Normal and the Big Four and the Nickel Plate through Bloomington. Whenever it is possible, students should buy their tickets and check their baggage through to Normal. Students coming to Bloomington on the Big Four or Nickel Plate are advised to check their baggage to the Alton Junction in

Bloomington; they may then leave the train at this station and recheck their baggage to Normal at a cost of ten cents, the price of a ticket to Normal.

Students coming to Bloomington on the limited trains of the Alton, the Big Four, the Nickel Plate, or the Interurban lines of the Illinois Traction System may reach Normal by street cars. These run from all railroad stations to the Court House Square, where a transfer may be taken to the Park Street cars, or to the Main Street and Fell Avenue bus line, all of which run to the University. The electric railway station is on the campus.

HOUSING REGULATIONS

Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder and then filed, in the case of women students, with the Dean of Women, in the case of men students, with the Dean of Men. On the back of these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules become a bona fide part of the agreement and are equally binding upon both student and householder.

PHYSICAL WELFARE OF STUDENTS

Thoughtful people are recognizing as never before the value of health as a basis for success in life. The man or woman who cannot stand the strain is poorly equipped for life's work. Childhood and youth is the time to lay the foundation of sound health. For this reason, the University lays great stress on physical education. Its work for the physical welfare of the student includes the following:

(a) Free physical examination of all students to discover what the students need to do to secure natural and healthy development.

(b) Instruction in personal hygiene required of all students in connection with physical education.

(c) A two-hour course in physical education required of all freshmen and sophomore students. A woman physical director has charge of the work for women, and a man physical director has charge of the work for men. There are in all ten instructors and professors in physical and health education.

(d) Intra-mural sports open to all students both men and women.

HEALTH SERVICE FOR STUDENTS

The University employs a full-time physician and a nurse who teach health education and direct and supervise the health service of the institution. An office is maintained and regular office hours are observed for the benefit of the students. No charges are made for these services.

A general examination is given each freshman girl and advice as to correction of habits and defects is given. These students are given the opportunity to return during the closing weeks of the spring term for a check on the correction of physical defects.

Special examinations are given as follows:

A. At intervals special foot examinations are made of students who take work in the gymnasiums.
B. Heart and lung examinations are given for those electing sports.
C. For the control of communicable diseases it is necessary and advisable to inspect certain groups of students who have had a possible exposure.

Vaccination against smallpox is urged. Diphtheria toxin-anti-toxin and cold vaccines are given when requested.

Ordinary office calls which consume most of the time of the physician consist of consultations with students who need medical attention. The object is to safeguard the health of students. Calls are made by the university physician whenever students are ill at their rooms.

Special lectures are provided as follows:

A. A course of lectures on personal hygiene is given, in the fall quarter, to freshman girls.
B. By special request lectures on health topics are given to school organizations.
C. Special speakers and moving picture films for the promotion of health education are secured for various occasions.

LIVING CONDITIONS

Modern rooms large enough for two persons rent for prices ranging from $4.00 to $6.00 a week. Similar single rooms rent for $2.50 to $4.50 a week. Accommodations for light housekeeping can frequently be secured. The cost of rooms with light housekeeping privileges is $2.25 to $3.00 a week for each student.

Board costs $4.50 to $5.50 a week, and may be obtained in private homes and at various public eating places.

Both the Dean of Women and the Dean of Men assist students to secure accommodations through correspondence, and students should never engage room or board by correspondence without their approval. Living arrangements off of the campus can be made better after arrival than by letter, however, for there are always rooms available on the opening days of college.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for young women attending the University. It is primarily a residence hall for freshmen women. Besides the freshmen women there are twenty-one honor residents who, having attended the teachers college for at least three terms, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Students desiring rooms in Fell Hall should address the director of Fell Hall for a floor plan and a statement of rules governing the renting of rooms there. The cost of board and room in Fell Hall averages $8.00 a week.

SOCIAL AND PERSONAL DEVELOPMENT

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The college holds that a very important phase of college instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted mostly by students under faculty direction and it is intended that every student shall participate in them. These activities tend to develop many valuable qualities in the student which constitute the teaching personality of the teachers college graduate.

The Varsity Club, the Women's League, the Young Women's Christian Association, the Women's Athletic Association and other similar organizations do much to promote good fellowship throughout the year.

For those who enjoy dancing, the school sponsors a series of dances in the Gymnasium. Some are matinee dances directed by members of the division of physical education, and instruction is given to those who care to learn. Other dances are given by various organizations of the school.

The social activities of commencement week are a fitting climax of the year's social program.

SOCIAL REGULATIONS

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Faculty and student committees attempt to direct the social life of the campus in keeping with the best social usage. The Student Handbook makes specific suggestions for the conducting of social events so that they may represent the highest level of social participation.

Regulations governing the social life in the rooming houses, the hours kept, the callers permitted, etc. are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

HABITS AND IDEALS

The habits of students are carefully noted. Industry, integrity, and refinement are valuable both as ends in themselves and for the rewards

which they bring. Conformity is good, but conformity which springs from the spirit of conformity is better. The University therefore regards the development of right habits, ideals, and attitudes as a part of its work, but it is mindful of the fact that cases may arise in which its primary duty is self protection. It never hesitates to act promptly in such cases.

FEES AND EXPENSES

Tuition is free to all who pledge themselves to teach in the schools of Illinois for a period equal to their attendance here. For all others the tuition fee is twenty-five dollars a quarter in addition to other fees.

Registration Fee: Three dollars for each quarter if paid on a registration day, four dollars at a later date; for each summer term a fee of two dollars is charged on registration day, three dollars at a later date.

Students holding township scholarships under the Lindly Act and ex-service men are exempt from tuition and registration fees.

Student Activities Fee: Three dollars a quarter and one dollar and a half for each summer term.

Athletic Fee: Two dollars for each quarter; for each summer term one-half of the foregoing fee is charged.

Library Fee: One dollar for each quarter; for each summer term one-half of the foregoing fee is charged.

Towel Fee: One dollar a quarter for all who use gymnasium showers.

Laboratory Fee: In chemistry and home economics, one dollar to three dollars a quarter for each course, but never exceeding the cost of the special material used.

Shop Fees: In art and industrial arts, not to exceed cost of material.

Typewriter Fee: One dollar a quarter.

Voice Lessons: Private lessons, one dollar for each period.

Change of Program: After third day, one dollar.

Late Enrollment: One dollar per course for students who register without enrolling.

Additional Transcripts of Record: After first copy, one dollar.

Fees and tuition must be paid the first day of the quarter or term. If a student leaves school within one week, fees are refunded. If a student paying tuition leaves school during the first half of the quarter or term, half of the tuition is refunded, but none of the quarter fees.

OTHER EXPENSES

Lockers in the Main Building may be rented from the registrar at twenty-five cents a quarter in advance. A deposit of fifty cents is required for key padlocks, one dollar for combination padlocks.

Textbooks may be bought at the university textbook library at a price averaging eight percent above net wholesale cost; or books may be rented usually at twenty-five per cent of their ordinary retail price. Students are advised to keep the textbooks in advanced ecurses.

For students who pay all of their expenses, the average cost of board, room, books, stationery, fees, and all other expenses connected with their life as students is $360 for 36 weeks.

AID TO STUDENTS

To assist worthy students in completing their course of study the Alumni and Faculty have created a Student's Loan Fund, from which students in their last year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

The Annie Louise Keller Scholarship Fund of $150 is loaned without interest to properly qualified students. This fund is administered by a committee made up of the President, the Dean of Women, and the Chairman of the Student Council.

The Faculty Women's Club has established a loan fund for women students. The amount of the loan may not exceed one hundred fifty dollars. The fund is open to women who meet the standards required by the club.

Many students secure employment which enables them to meet part of their expenses. For such employment women students should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with an employer. Men should confer with R. H. Linkins, Dean of Men. Students who are supporting themselves in whole or in part may not carry the full quota of studies without special permission obtained from the dean of the Teachers College; such permission may be granted if the student's standing in every subject is above 80.

THE WOMEN'S LEAGUE

All of the women of the University form the Women's League. Every freshman, sophomore, junior, and senior girl, by reason of the fact that she is a student at the Illinois State Normal University is a member of the League. As stated in its constitution its object is to create a spirit of unity among the university women; to develop a sense of responsibility toward each other; to cooperate with the administration in its efforts to make and to keep high social and ethical standards; to encourage the women of the school to make their citizenship operative.

The freshmen girls come in contact with the fellowship committee, which is responsible for the work of the "Big Sisters" who seek to be friends to the new girls, and to help them to become adjusted to college life.

The social committee plans several large social events, and numerous smaller affairs, and seeks to promote real cultural and social opportunities for all the women of the school. In cooperation with the Varsity Club, early in the fall quarter they sponsor an all-school party where old acquaintances are renewed and new ones are formed. In the winter quarter an all-girls' party brings all of the girls of the teachers college together. In the spring quarter, Fell Hall generously opens its doors for the Women's League formal.

The citizenship committee is an enthusiastic group of girls especially interested in studying civic questions. They are a College League of

Women Voters and every girl in the school who wants to learn more about the duties and privileges of citizenship may join this committee.

In fact, every girl in school may be allied with any one of the committees of the League and so help to unify the life and the activities of the women of the University.

The chairmen of the different committees together with the officers constitute the Executive Board of the Women's League. It is the governing body of the League and is responsible for planning most of the work which the League attempts. Among other things it arranges the forum program which brings able and distinguished women speakers who address the women of the school on subjects of cultural and civic value.

The central board is the executive board with the presidents of the twenty-districts into which the student population is divided. The central board makes connection with every girl in school, officially represents her interests, and enables her to participate in the functioning of the organization.

Everything which touches the life of the women of the teachers college is of interest to the Women's League. The upper-class women welcome the freshmen women into their activities and invite them to cooperate in all their undertakings.

STUDENT ACTIVITIES AND ORGANIZATIONS

THE STUDENT COUNCIL

The Student Council is a representative body made up of two freshmen, three sophomores, three juniors, four seniors, the editors of the Vidette and Index and the President. The President of the Student Council is elected at large and represents the student body as a whole, while the class representatives are selected from their respective classes and voted upon by the entire student body. The editors of the two publications become members of the Student Council when they are elected to their positions. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the administration.

The President and the Social Chairman of the Student Council, the Dean of Women, Dean of Men, Social Chairman of the Women's League and Varsity Club constitute a standing committee to prepare the calendar for all student functions to be held during the year. The above committee maintains suitable rules for social functions.

The Student Council has the power to make nominations for all general school offices, and sponsors the school elections. It also cooperates with the Speech Department in sponsoring High School Literary contests.

THE VARSITY CLUB

In the spring of 1919 the Varsity Club was organized as a group of men on the campus, pledging themselves to promote the most wholesome sort of good fellowship among the men on the campus, to bring more men to Normal University, to support athletics and all other worthy enterprises and to stand for those things which tend toward a fuller manhood in its broadest meaning.

At the beginning of each year the Varsity Club joins with the Women's League to give an all-school get-together party on the campus, or in the Gymnasium. This is followed by a stag party for the new men, several all-school parties and a number of functions which are for Varsity Club men only.

On the Sunday afternoon prior to the Christmas vacation the Club sponsors a most impressive Christmas Service in the Capen Auditorium. An outstanding speaker, special music and elaborate decorations conspire to create the proper spirit of this festive season.

During the spring quarter the Varsity Club men are hosts at a dance at the Maplewood Country Club.

By faculty action the week-end of the second week in May was established as a Varsity Club Week-end. On Friday night of this week the Club stages a competitive stunt show in which individuals and the different organizations of the campus compete for trophies. On Saturday various kinds of social activities are planned, and on Sunday a special Mothers' Day service is held in Capen Auditorium to which the parents of the student body are especially invited.

During the last few years the Club together with the Athletic Board and the Oratorical Board, has sponsored a picnic dinner and dance held at the Maplewood Country Club late in the spring quarter. This function is in the nature of an all-school party at which the men of the University who have won honors for themselves and the institution by their attainments in the fields of debate, oratory, extempore speaking and in spring sports, are guests.

The varsity men make a special effort to meet all new men. Each man who enrolls in the University is cordially invited to become an active factor in furthering the ideals of the Varsity Club.

THE NEWMAN CLUB

The Newman Club, named for one of the most eminent scholars of the Catholic church, Cardinal Newman, is an organization whose purpose is to bring the Catholic students into a close bond of friendship. Any Catholic student may join the Newman Club by the payment of a fee of one dollar. Meetings are held on the second, sixth, and tenth Thursday evenings of each term on the university campus. Excellent programs are given. In addition, purely social affairs are held from time to time.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle which met in the "White Room" of the Main Building, the Association has sought to help the girls of the school to strengthen their ideals of religion and service through study and active work. Soon after the opening of school in the fall an opportunity is given new girls to become acquainted with the Association and to become members. Any girl in school may become a member provided she is in sympathy with the purpose of the Association.

Regular meetings are held each Wednesday evening in the kindergarten room. These meetings are hours of worship, times for the discussion of personal, social, or religious problems, or hours of enjoyment of music and poetry. The social program includes hikes, parties, teas, and an installation banquet. Homecoming Sunday the members of the Y.W.C.A. act as sponsors for an all-school Sunrise Worship Service. At Christmas time the girls render friendly services to the Baby Fold. Each spring there is a cabinet council held at some college in this immediate vicinity. Every summer delegates are sent to a student Y.W.C.A. conference at Lake Geneva, Wisconsin. One hundred dollars is sent yearly to help in the national and world work of the organization.

The Association is supported by voluntary subscriptions from the alumnae, citizens of the town, and faculty; by dues and by sales of Japanese goods.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among the college women of America.

It aims to achieve this ideal through the physical, mental, and social development which women gain in playing games together. Therefore, the Women's Athletic Association is promoting a campaign of more extensive athletics among women. The women of the University play for the fun they get from playing the game, not for any reward. The only awards made are honorary "N's" given on the bases of sportsmanship, scholarship, athletic prowess and service to the Association. A bronze tablet contains the names of those winning a final award. This highest honor goes to the most outstanding "N" woman.

The program is varied enough so that every girl in the University may find something that she likes to do, and each girl is invited to do whatever she can do best. The fall program introduces hockey, soccer, tennis, dancing, hiking, and swimming. The winter brings ping pong, basketball, tap dancing, bowling, swimming, and volley ball. The spring offers archery, tennis, horse shoes, baseball, dancing, swimming, and track.

Every woman whether she is a member of the Women's Athletic Association or not is cordially invited to participate in the games and practices. Intramural games are organized in hockey, soccer, basketball, volley ball, ping pong, tennis, baseball, and track.

The Association entertains all the women of the University with an all-girl dance each term. Other functions include Orchesis dancing recital, a spring camping week-end, a college play day, a homecoming banquet, and a sports dinner.

LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time for the autumn, winter, or spring quarter becomes a nominal member of one of these societies.

Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

From among its active members each society chooses persons to represent it in competition against the other society in an annual Philadelphian-Wrightonian contest. The contest is held after the Christmas holidays. Debate, oration, extemporaneous speaking, reading, vocal music, and instrumental music are the numbers contested. Each number won gives the society one point with the exception of the debate which gives two. The society winning the greater number of points wins the contest.

ATHLETICS FOR MEN

The Illinois State Normal University stands for the highest type of good sportsmanship in the various phases of athletics.

The University is a member of the Illinois Intercollegiate Athletic Conference comprising practically all of the colleges of Illinois except the members of "The Big Ten." This conference is popularly known as "The Little Nineteen." Intercollegiate games are played with representative colleges of the conference during the year.

The football schedule for 1932 includes nine games, eight of which are played with strong college teams of the conference. The Cross Country team which won the Little Nineteen championship last year has arranged another track schedule which includes two Big Ten teams. The basketball schedule consists of 12 or 14 conference games in addition to several other non-conference games. Baseball, tennis, and track schedules will be arranged with conference teams for the spring term.

Besides the intercollegiate contests numerous intra-mural games and tournaments are scheduled throughout the year. This type of activity gives every man in the University an opportunity to participate in collegiate athletics.

The University is unusually well equipped to give training in all phases of athletic sport. Seven out-door tennis courts are available for use a large share of the time during the fall, spring, and summer quarters and one indoor court, located in the McCormick Gymnasium, is available at any time when there is not a class on the floor.

The new quarter-mile track is one of the fastest in Illinois. The course itself is 24 feet wide for 220 yards, with a finish stretch of 120 yards, on the straightaway.

Everyone is given an opportunity to participate in his favorite sport. Football, basketball, baseball and track are the four major sports of the University. Besides these one may play indoor or playground ball, volleyball, pitch horse shoes, engage in tumbling or advanced apparatus work in the gymnasium or enter into almost any kind of individual or team activity.

All men of the school are urged to avail themselves of the opportunities afforded them for athletic development. Men who are doing passing work in at least twelve credit hours of work a week are eligible to com-

pete on university teams. The details concerned with the various sports should be discussed with the director of athletics.

Men with athletic ability are expected to participate in intercollegiate athletics if it is at all possible for them to do so. After registration they should get in touch with the coach at McCormick Gymnasium and enter their names on the athletic roster for the year.

The new Gymnasium is open throughout the year for men. The large gymnasium occupying the south two-thirds of the building is the men's gymnasium and is used throughout the year by classes in physical training and athletic contests. All freshmen are requested to report at the gymnasium director's office immediately after enrolling in their courses so that they may receive their locker assignments for the term.

The University offers a four-year curriculum in health and sports education to prepare coaches and physical directors for high schools and colleges. The faculty of this division now numbers eight professors and instructors.

PUBLIC SPEAKING AND DEBATING

The Illinois State Normal University is active in the field of speech. Each year the Edwards Oratorical Contest is held in February. The contest consists of two divisions. Three declamations and three orations are given. The person ranking first in declamation is awarded a gold medal, as is also the person ranking first in oratory. Try-outs for places in the contest are held early in February. The winners of the Edwards Oratorical Contest participate in the State Oratorical Contest of Teachers Colleges, and the person winning first place in oratory in the state contest represents Illinois in the Inter-State Oratorical Contest of Teachers Colleges.

The University also belongs to the State Intercollegiate Oratorical Association, which is composed of many of the colleges of liberal arts of the state and a few other institutions of higher learning. This organization conducts two oratorical contests each year, one for women and one for men.

Students interested in platform reading or oratory as extra-curricular activities should consult the teachers of speech early in the fall quarter regarding the rules by which these activities are conducted.

All students in good standing are eligible to take part in intercollegiate debating. Each year the University participates, through its teams, in ten debates scheduled by The Illinois Intercollegiate Debating League. In addition to the League contests, several additional debates are arranged. The University has two debating clubs, one for women and one for men, which do much toward helping young people to develop skill in argumentative speaking, and to prepare for places on the Varsity debating teams. Participation in intercollegiate debates is an essential in eligibility to Pi Kappa Delta, the national, honorary, forensic fraternity, a chapter of which exists on the University campus.

In addition to the extra-curricular work in debating and oratory, an annual Livingston Cup contest in extempore speaking is held. Three contestants are chosen in a try-out to compete for the trophy. The winner represents the University in the Illinois Teachers College Contest. The win-

ner of this contest represents the state of Illinois in an inter-state contest of teachers colleges.

THE UNIVERSITY LECTURE COURSE

The University definitely believes in the educational value derived from bringing the student body in contact with the leading thinkers of the day, and with the best that is available in the fields of music, drama, and the allied arts. A committee consisting of faculty and student members constitutes a Lecture Board which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee which is paid by each student at the time of registration.

Through the agency of the Lecture Course, the university community has been fortunate to hear such speakers as Booker T. Washington, the late Ex-president William Howard Taft, Judge Ben Lindsey, Ex-governor William B. White, Maurice Hindus, Mrs. Patrick Campbell, Ruth Draper, and many other leading thinkers. In the field of music there have been brought to our auditorium artists of the calibre of Tito Schipa, Lawrence Tibbett, Guy Maier, Lee Pattison, the Russian Symphonic Choir, Anna Case, Florence MacBeth, the Kedroff Quartet, Marion Anderson, the English Singers, Roland Hayes, the Don Cossack Chorus, and other outstanding artists in the field of music.

Plans for the Lecture Course for the 1932-1933 season contemplate even greater opportunities than those of the past few years.

UNIVERSITY PUBLICATIONS

The year-book at the Illinois State Normal University is called the Index. The editor who is elected in the spring is allowed to carry only three majors during the year of his editorship, but is granted one credit in Journalism or English for his work. Members of the staff are appointed by the editor.

The publication is financed by funds granted by the Apportionment Board and by the sale of the Index, the cost of which is reduced to the lowest possible figure. For two years the plan of having no advertising in the book has proved satisfactory. Organizations do not pay for their pages or pictures in the Index, this cost being met by the apportionment. The book usually contains about three hundred pages.

The Vidette is a weekly eight-page newspaper published by the students of the University and of the University High School. It attempts to carry all the important news of the campus and to reflect student life at the Illinois State Normal University. The editor, chosen by popular vote at the annual spring election, appoints a staff of assisting editors.

Most of the reporting and writing for the Vidette is done by members of the class in Journalism. This course is offered every term and is open to students who have carried approved courses in English. Subscription to the paper is included in the student activity fee.

The Alumni Quarterly is a 26-page magazine whose purpose is to keep alumni in touch with the life of the institution.

PLAN FOR FINANCING STUDENT ACTIVITIES

1. A fee of $3.00 per quarter is charged each student in the Teachers College, in return for which such student receives the Vidette and a ticket entitling him to admission to all regular entertainments of the lecture course, all inter-collegiate debates, the Edwards Medal contest, the inter-school oratorical contests, the inter-society literary contest, all entertainments of the Choral Club, and all moving pictures shown by the school. High school students pay a student activity fee of two dollars.

2. An athletic fee of $2.00 per quarter is charged each student, entitling him to an athletic ticket constituting part of the student activity ticket and admitting him to all inter-collegiate athletic contests held out of doors on the campus, to the inter-society basketball contests and to all other athletic contests of the college held in the Gymnasium. Similarly, the student activity tickets issued to high-school students admit them to all high school athletic contests held in the Gymnasium.

3. Each student activity ticket issued bears the name of the student owner, and is non-transferable. Any ticket presented by anyone other than the one to whom it was issued, is taken up and the owner deprived of the privileges to which the ticket originally entitled him, unless the transfer occurred through no fault of his own.

4. There is a board of eight members, known as the Apportionment Board, consisting of the President of the University and two other members of the faculty appointed by the President, and five students elected from the student body, which administers the funds accruing from the quarter fees for student enterprises. Persons who have a part in the official management of these enterprises are ineligible to the Apportionment Board.

HONORARY FRATERNITIES

KAPPA DELTA PI

Mu Chapter of Kappa Delta Pi was installed at the Illinois State Normal University on March 4, 1922. This organization is an honor society in the field of education aiming to promote higher ideals among those engaged in teaching. Membership is by election of the active chapter and is based largely upon scholarship. A student must have completed 112 quarter hours with an average grade of at least 85.7 before being given consideration for membership. The society awards each year a gold medal to the sophomore with the highest record for scholarship during the first five quarters of scholastic record. For some years the local chapter has maintained a loan fund for the purpose of assisting members to finish their course of study.

THETA ALPHA PHI

Illinois Delta chapter of Theta Alpha Phi was installed at the Illinois State Normal University on April 11, 1926. The society is classed as a national honorary dramatic fraternity and aims to foster collegiate and community dramatics. Membership is by election of the active chapter when certain accumulated participation in college dramatic productions has been acquired.

GAMMA THETA UPSILON

Alpha chapter of Gamma Theta Upsilon was established at Illinois State Normal University in June, 1928. This fraternity is classed as a professional organization in which membership is secured only on the basis of work in the field of geography. Gamma Theta Upsilon is creating a loan fund for furthering study in the field of geography.

PI OMEGA PI

One of the most recent fraternities in Illinois State Normal University is Theta chapter of Pi Omega Pi, national honorary fraternity for commerce students, organized in June, 1928, with a membership of fifteen students and five faculty members. The purpose of this fraternity is to promote intelligent and enthusiastic interest in the world of commerce and to foster ideals of service in the teaching profession.

GAMMA PHI

Illinois Alpha Chapter of Gamma Phi was installed at Illinois State Normal University during the winter term of 1930. Gamma Phi is a physical education fraternity maintaining a very high standard for membership qualification. The objectives of Gamma Phi are: to promote the interest of physical education among the students of the University, to honor gymnastic excellence in the individual members of the student body and the faculty of the University by election to membership. Gamma Phi is under the direct supervision of the director of physical education.

PI GAMMA MU

Illinois Theta Chapter of Pi Gamma Mu was formed here in June, 1930. It is a national social science honor society founded for the purpose of encouraging young men and women in the scientific study of all social problems and of promoting cooperation among the several branches of social science. Its charter membership at this institution numbered thirty-four. The requirements for membership are that the individual be a junior or senior, having completed eight credits of social sicence work with a grade averaging 85 or more.

PI KAPPA DELTA

The University possesses a chapter of Pi Kappa Delta, a national forensic fraternity. Students who have done superior work in intercollegiate oratorical contests and debates are eligible for membership in the fraternity. The organization does much to create interest in oratory and debating and to improve the quality of the extra curricular work in speech done on the campus. Helpful ideas and inspiration are gained each year from the hundred other chapters of Pi Kappa Delta located in American colleges and universities scattered all the way from Maine to California.

The University sends complete delegations to the provincial and national speech tournaments conducted biennially by Pi Kappa Delta. At these great literary meets there are oratorical contests for women and for men, extempore speaking contests for women and for men, debate tournaments for women and for men, together with lectures upon prob-

lems relating to effective speaking. During the past few years speakers from the University have participated in all the events of the literary meets conducted by Pi Kappa Delta at Oshkosh, Wisconsin, Wichita, Kansas, and Tiffin, Ohio. The record which local speakers have made in these meets has been gratifying.

KAPPA PHI KAPPA

At the last general assembly of Kappa Phi Kappa a charter for the Alpha Tau Chapter was granted to the Illinois State Normal University.

This fraternity, founded in 1922 at Dartmouth College, is a professional educational fraternity confining its activity to institutions with well developed departments of education. This fraternity has now a membership of over 5,000 with chapters at leading institutions both in the East and the West. Membership is limited to men who are taking or have taken courses in the departments of education and psychology, and includes graduate students and faculty members. The purpose of the fraternity is to promote high standards and ideals in the field of education and to promote a close cooperation by students who show themselves especially proficient and promise to become leaders.

Membership is dependent upon high scholarship in educational courses and on desirable traits of personality, including good character.

Installation of the Alpha Tau Chapter at the University occurred on May 2, 1931, when a group of twenty students, selected on the basis of their scholarship and standing, and seven members of the departments of education and psychology, were initiated into the fraternity.

ALPHA THETA CHI

Alpha Theta Chi, a local professional education sorority, was organized during the year 1929-1930 at which time it was a part of the Education Club. In the spring of 1931, the men of the Education Club affiliated with Kappa Phi Kappa. The women continued the organization, making of it a sorority whose aims are stimulation of interest in education and preparation for leadership as teachers.

Meetings are held on the second, sixth, and tenth weeks of each term, at some of which there are addresses by people prominent in education; at other times programs are given by the members. Additional meetings of a social nature are also held each term.

An average grade of 85 in three courses in Education including Psychology and Practice Teaching, an interest in education, and an acceptable personality are requisite for membership in Alpha Theta Chi. During the school year 1931-1932 there were twenty-six active members, five of whom were faculty women, and twenty-one students.

MUSICAL CLUBS

The University Choral Club meets twice each week. The club gives three concerts each year, singing selections from standard operas, oratorios, and cantatas. There are four glee clubs, two for men, two for women. The University Orchestra gives students who play upon an instrument an opportunity for practice in concerted playing. The University

Band numbering about thirty-five members receives instruction upon band and orchestral instruments.

OTHER UNIVERSITY CLUBS

The Dramatic Club (The Jesters) presents one or more plays each year.

The Latin Club discusses at its meeting the civilization and institutions of Ancient Rome.

The French Club meets monthly for French conversation and a study of French life.

The Science Club holds monthly meetings, at which papers are read dealing with scientific questions.

The Euclidean Circle discusses new features in the development and teaching of mathematics.

The Nature Study Club discusses ways and means of extending and popularizing the nature-study movement.

The Social Science Club, consisting of persons majoring in the social sciences, meets five times a term to hear and discuss papers dealing with their special field.

The Hieronymus Collegiate Chapter of the American Country Life Association discusses problems of community life and the means and methods of promoting better communities.

The Kindergarten Club meets once a month to discuss problems relating to early childhood education.

The Primary Teachers Club discusses problems of the primary grades.

The Varsity Club is an organization of the young men to promote a healthy social and intellectual life within the institution.

The Home Economics Club meets semi-monthly to discuss problems relating to the household.

The Commercial Club of one hundred members meets monthly for discussion of topics pertaining to the world of trade.

The Hopkins Agricultural Club has been organized to study the Illinois System of Permanent Soil Fertility and to discuss other questions of interest in agricultural communities.

The Press Club is an organization of students who have taken the course in journalism and who wish to continue informally the study and practice of journalistic writing.

The Maize Grange meets monthly to discuss problems of educational and economic welfare to people of the rural communities.

ATTENDANCE, SCHOLARSHIP AND CREDITS

ABSENCE FROM CLASSES

The following are the regulations of the University concerning absences:

1. When a student has been absent from one or more classes, he should obtain an excuse blank, fill it out, have it signed by the dean of the Teachers College, the dean of women, the dean of men, or the director of Fell Hall, or, if for illness, by the school physician, and present this excuse to each teacher from whose class he has been absent. If he is absent

from General Assembly, he should finally file this excuse in the Main Office. A student's illness must be reported to the school physician by his householder at the time of illness. Every absence demands an excuse. No cuts are allowed. Tardiness requires an explanation to the teacher.

2. Absence from classes immediately preceding or following vacations forfeits membership in such classes until reinstatement by the Dean, unless such absence was arranged for in advance with the Dean. Friday and Monday absences should be arranged for in advance.

3. Work omitted because of absence from class must be made up by the student upon returning.

4. All former students in good standing may obtain, at any time, a certificate showing studies pursued and work accomplished.

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

1. Students are expected to choose one of the various programs of study and to follow this program as closely as is practicable, except where elective substitutes are allowed by the Dean.

2. Every student is expected to take the normal program called for by his curriculum. For a student in good health forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students whose standing in all subjects during the preceding quarter averaged 85 or above, with no grade below 80, may take a heavier program with the approval of the dean of the Teachers College.

4. If a student fails to carry a study after continuing through half the quarter, he is required to repeat that study at the earliest opportunity.

5. If a student fails to complete a course in which his work is of good quality, he is expected to complete such course in the next quarter in which he is in attendance when the course is offered. If this is not done within a period of three years the entire course is to be repeated.

6. A student who fails in any quarter or summer term to make a passing grade in at least one-half of a full program, is placed upon probation for the succeeding quarter. In case he fails to carry three-fourths of a full program in that quarter, he is not permitted to continue his studies until one year has elapsed. This rule may be suspended by the dean of the Teachers College. If a student is placed on probation a second time for poor scholarship, he is required to withdraw from the University for one year. Students on probation for poor scholarship may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.

7. Grades for scholarship indicate as follows:

90-100, Superior.
86-90, Excellent.
81-85, Good.
76-80, Average.
70-75, Fair.
0-69, Failure.

8. At the end of each month students who are failing in their work are reported to the dean of the Teachers College. Each student so reported must confer with the dean of the Teachers College and have his work adjusted to suit his ability.

GENERAL REGULATIONS CONCERNING ATTENDANCE AND STUDIES

Variations from the regular program chosen are permitted to unclassified students, and to others if there is special need of such change. Students who have become irregular in their programs should consult the dean of the Teachers College.

Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

Requests for substitution of credits and for transfer from one curriculum to another should be addressed to the dean of the Teachers College.

In the summer terms of six weeks, double the regular number of class periods a week are held in most subjects, thus enabling the students to complete the regular twelve-week courses in six weeks.

Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 forty-minute periods of physical education.

Students are expected, whenever it is possible, to enter school at the beginning of the quarter and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students. Unwillingness or neglect to conform to these requirements reveal defects in character that should bar one from teaching.

Students who return late from vacation shall forfeit two points of their standing in each subject for each day's delay in entering the class, unless it is attested by a physician's certificate that the delay in return was due to the illness of the student, to serious illness in the family requiring his presence, or to death in the family.

A student who withdraws before the end of a quarter shall secure a withdrawal permit from one of the deans. The student may present the permit to each of his instructors, or the dean may send notice to each instructor.

Early in the fall quarter, entering freshmen are given standard tests in arithmetic, English, spelling, reading, history, and general intelligence. Students found seriously deficient in arithmetic or English are required to carry certain no-credit courses in these subjects before entering the regular college classes in them.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools are concerned primarily with the teaching of children. They thus objectify the aim of an institution for the preparation of teachers. In the professional development of students, the training schools play a unique part in providing a wealth of experience through which theory and practice become unified. They are the proving grounds for new and old ideas; they play a role of leadership in developing new theory into new practice.

In the various curricula outlined in this catalog, the training schools have a place of central importance. The education core of these curricula is conceived as a unified development over a period of years rather than as a certain number of separate courses. The students' developing experience centers in the observation of the life of children and participation in it. From the first weeks of the freshman year to the closing days before graduation, the work of the student in education is related to the work of the training schools.

ADMINISTRATIVE ORGANIZATION

The training schools are organized with a view to their significance as the center of coordination between educational theory and practice. The integration of these two aspects of teacher preparation as conceived in the various curricula gives the training schools a unique place in this preparation. They are, therefore, given a position of fundamental importance in the organization of the teachers college. They are the laboratory of the teachers college. The dean of the training schools is the administrative head of this organization, has authority coordinate with the dean of the teachers college, and works with the directors of divisions to maintain conditions for effectively unifying the educational preparation of students. A corps of instructor-supervisors, dividing their time between class instruction in the teachers college and supervision in the training schools, are in a position effectively to direct the observation of students in the early stages of their educational preparation, and later to coordinate their work with that of the critic teachers in rounding out the students' development in the different stages of student teaching.

With both the class work and the teaching centered in the training school classrooms, the critic teachers share in a real sense the responsibility for the quality of the students' professional development. To these critic teachers falls the responsibility of creating with their children the natural situation for learning and living which stands for best practice. The critic teachers, therefore, occupy a position of great significance in teacher preparation in this institution; through them aims and policies become realities.

GENERAL POLICY OF TEACHER PREPARATION

The attempt is made to organize and conduct the training school in a manner which represents sound practice. In so doing the following motives guide the development of the program:

a. The training school organization reflects the responsibility of the University to share with other progressive schools of the state in the leadership of new developments in education.

b. It reflects the University's responsibility to keep contact with the service needs of the average school of the state.

c. It is dominated by an experimental and scientific spirit consistent with a professional school in which the objective is to found practice on sound social and psychological principles.

d. The work of the training schools expresses a philosophy of education—a comprehensive point of view that is progressive, well-founded and practical, applicable alike in the lives of children, students, and all others concerned with the organization.

Students grow quickly into a habit of critical evaluation of work observed, ever seeking for justification of practice or criticism of it in terms of sound principle.

The staff of the training schools expects to work at ease in this atmosphere of critical evaluation, assisting at every turn in considering objectively and impersonally the work done and the evaluations made of it.

Students early come to feel a personal identification with the organization and to view it as something of which they are a part, starting with small beginnings and working into major responsibilities, but always sharing in the basic professional attitudes of teaching. Conditions are created in which students may exercise the freedom and initiative commensurate with these responsibilities.

FACILITIES FOR STUDENT TEACHING

The Illinois State Normal University is well equipped for student teaching. It has a campus training school consisting of the University High School, the University Elementary School, including a kindergarten and the first eight grades, a Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, consisting of a kindergarten and the first nine grades, three cooperating rural schools which are easily accessible, and several classes of high school grade in nearby schools.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. All students enrolled in this school other than those graduated from the University Elementary School and those presenting township scholarships, are charged a small tuition fee.

A principal and nine high school teachers give personal attention to the pupils' habits of study, attendance, deportment, and social life. Some high school classes are conducted by regular members of the university faculty.

While the value of liberal culture receives due recognition in the arrangement of curricula, it is recognized that the high school must prove directly serviceable in preparing for efficiency in the useful occupations of life. Accordingly the University High School is provided with five curricula, each four years in length, differing in the prominence that is given to sub-

jects that contribute more or less directly to the cultural, professional, vocational, and physical needs of its pupils.

A special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. This school maintains debating clubs for boys and girls, and three literary societies. All pupils who are not members of one of these organizations are required to do work in platform speaking. The high school maintains an orchestra, a boys' and a girls' glee club, and in addition, its students are eligible to join both the band and orchestra of the University. This school maintains wholesome activities in all lines of athletics. Moreover, considerable attention is given to the social training of the pupils by means of school and class parties that are supervised by the faculty.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Ample room has recently been provided on the third floor of the Thomas Metcalf Building for a library for use by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, it plays an important part in enriching the work of both organizations.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor there are two large play rooms and the shops in manual training and home economics. Ample play ground facilities are available. The regular staff of the University Elementary School consists of a principal, nine critic teachers, and supervisors of the elementary school. It also has supervisors of music, art, physical education, home economics, manual arts, and nature study. The University physician and the school nurse give daily attention to the health needs of pupils.

COOPERATING ELEMENTARY SCHOOL

The Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten and the nine grades of the elementary school. It is housed in a modern building which is adequately equipped for teaching the regular subjects, including home economics, manual arts, music and physical education. At present its regular staff consists of a principal, eleven critic teachers, a regular teacher of manual arts, one for home economics, and an elementary supervisor.

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in

these schools. Ample opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

ASSIGNMENT OF STUDENT TEACHERS

The assignment of students to classes in the training school for their final period of responsible teaching involves no abrupt change, for they have had contacts with the training school from the beginning of their period of preparation.

AMOUNT OF TEACHING REQUIRED

All curricula provide for one or two quarters of teaching. Students who have had experience, or who have shown a high standard of ability in previous student teaching, may be given assignments in remedial instruction and other specialized phases of teaching which will broaden their preparation.

Students in the curricula for elementary school teachers spend an entire day daily for one quarter in the training school, in addition to the other various forms of participation required in the curriculum. In the high school each student spends a half-day daily for two quarters in the training school, doing actual teaching of not less than two classes daily, taking charge of laboratory periods, observing other classes, conducting remedial instruction, or working on special assigned problems. The intent of this regulation is to bring the student into contact and adjustment with the whole school organization and its problems rather than have his experience confined to a single class period.

Student teaching must be continued until competency has been attained regardless of the time requirement or the number of credits earned.

REGULATIONS FOR STUDENT TEACHING

1. Two quarters of residence are required as a prerequisite for the major responsibility of student teaching.

2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.

3. Students enrolled in two-year curricula are assigned to student teaching in their sophomore year.

4. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

5. Assignments to student teaching are made in the same grades or field of work for which the curriculum which the student is pursuing is intended to prepare him. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

6. Assignment of students in the division of secondary education is made in both the first and the second teaching fields. Students should offer thirty-six quarter hours of preparation in any subject in order to be admitted to teaching in that field; a minimum of twenty-four hours is required. The sequence of courses taken must be approved by the director of the division in which its student is enrolled.

7. A student is eligible for student teaching only when he has a scholastic standing required for graduation, i.e., three-fourths of his grades above 75.

8. A student on probation is not eligible for student teaching.

BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The dean of the training schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Appointment Bureau. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made a strong record in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by carefully selecting those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in major and minor teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

The University assists in placing many candidates in desirable positions each year. The institution is anxious to help satisfy the needs of the public schools by preparing efficient teachers and by assisting its candidates to positions for which they are best prepared.

EXTENSION AND CORRESPONDENCE WORK

HOME STUDY THROUGH CLASS EXTENSION SERVICE

PURPOSES OF EXTENSION WORK

For many years the Illinois State Normal University has given preparation to teachers engaged in schoolroom work as well as to those in attendance at the University. Eleven courses were offered in twenty-five centers in the school year 1931-1932.

The preparation of teachers in service is now a recognized part of teacher-education efforts and a regular activity of the Illinois State Normal University. As all work offered by extension is such as is regularly taught to resident students and under the instruction of regular members of the faculty of the school, extension courses offer the same credit as courses taken in residence. Teachers may earn four and sometimes eight quarter hours each school year while engaged in regular teaching.

The additions to educational practice and theory that are made each year in the scientific study of education make it advisable for wide-awake teachers to have access to the best and most pertinent of such contributions. Extension class teachers are in a position to carry to teachers in the field the results of the greatest advances made from year to year and help them to understand the principles and functions of new educational material and practices. The fact that many superintendents and teachers take extension courses for such a purpose and not with the desire for credit is an indication of the healthy growth of teachers in service.

Many teachers find that they need to do additional study in residence at some college and that certain prerequisites are needed. The extension service offers opportunities for securing credit in such prerequisites.

Teachers often find themselves with classes in subjects like history or social sciences for which they need more academic preparation or access to the late and stimulating material available. They find the extension class teacher able to give them added knowledge of content and to direct their reading in local or other libraries.

The State Examining Board places all credits earned by extension study on a parity with the credits earned in residence and recognizes study through extension classes as an indication of professional growth.

ORGANIZATION OF EXTENSION SERVICE

No courses are offered and no substitution of courses is permitted without the approval of the dean of the Teachers College. Permission to take courses without the usual prerequisites must be obtained from this dean.

Instructors of extension classes meet with students after school sessions in the afternoon or in the evening, according to the preference of the group enrolled in a class. These classes meet fifteen times, usually a fortnight apart. Examinations and tests may be given from time to time. All students are required to be in attendance at each meeting of the class unless there is a valid excuse for the absence. Absences in excess of three deprive the student of the right to a credit.

The local school system where classes are held is required to furnish a building and heat for the same without compensation. The class may meet in some public building where such free use of the building or room is permitted.

Classes are organized at the beginning of the school year. A day is assigned for meetings, usually two weeks apart, by the instructor, who must make an itinerary permitting him a reasonable assurance that his engagements may be met regularly. Classes do not meet on legal holidays and are completed before the opening of the Mid-Spring Term at the Illinois State Normal University.

EXTENSION CENTERS

Centers are usually organized at places designated by the county superintendents of schools or heads of city school systems. Any responsible teacher or organization may initiate the movement to secure a center for a community. Centers are not organized in territory covered by other teachers colleges, that is to say west of the Illinois River or south of the Baltimore and Ohio Railroad from St. Louis to Vincennes, Indiana.

CREDITS BY EXTENSION

Credit to the extent of four units, equivalent to four quarter hours, is given for the successful completion of a course. This is equivalent to two and two-thirds semester hours. Credits earned by extension study may be transferred to many colleges that accept such. Not more than one-fourth of the total of credits offered for the diplomas awarded by this University may be taken from a list earned by extension or correspondence study.

A fee of five dollars ($5.00) is required for each course taken by extension. The fee is due at the second meeting of the class and must be paid early in the course. The fee is not returnable even though the student fails to attend meetings after making the payment.

SUBJECTS OFFERED BY EXTENSION

The subjects offered by extension change some from year to year and with changes in extension class teachers. In general, the educational courses offered at the Illinois State Normal University to first- and second-year students are offered by extension. For the last two years a senior-college course in the history of education has been offered and is planned for the future. Three such courses, or the work of a year in residence study, are now being offered or planned for the future. Courses in history, economics, and sociology for students in both the junior and senior college are offered. As more and more teachers complete the two-year diploma curriculum there will be added new courses of senior-college rank.

PLANS FOR STUDENTS' EXTENSION WORK

All extension classes meet for two hours at each of the fifteen sessions of the course. Besides the lecture, quiz, and discussion work done in classes, the student may be required to submit reports from time to time. Each student is expected to devote a minimum of eight clock hours

each fortnight to the preparation of lessons. Students may not take more than one course by extension except by permission of the board of education by whom they are employed.

Where library facilities are inadequate students may be required to purchase collateral text-books. The class text for extension classes is the same as that used by resident students.

All work done by extension class students is designed to require the minimum of clerical and notebook work and the maximum of learning activities.

HOW TO SECURE FURTHER INFORMATION

Detailed information on matters relating to extension work will be given upon request. Answers to specific and personal questions will be given by the department. All inquiries should be addressed to the Director of University Extension Service, Illinois State Normal University, Normal, Illinois, or to the instructors of extension classes. The instructors may be reached by mail sent in care of the University.

No extension work will be offered in 1932-1933.

HOME STUDY THROUGH CORRESPONDENCE

GENERAL STATEMENT

The Illinois State Normal University recognizes the value of correspondence study by teachers while they are engaged in teaching. The contact with current educational topics, and the study of organized outlines of work prepare them for fuller participation in residence work in summer school. Study by correspondence maintains a continuous relationship with the trend of educational matters, both in the University and in general, and enables a gain in credits during a period of the year when other kinds of study are not available.

A correspondence course offers directed reading with such additional investigations as the subject matter and the situation call forth. The work is designed to be of benefit to the following groups:

a. Teachers of small rural schools whose time and energy are not fully absorbed by their school duties. The isolation of the country will soon be forgotten if an interesting line of study be taken up.

b. Teachers long in the same position whose work tends to degenerate into mere routine. A systematic course of study will renew and invigorate the intellectual life.

c. Teachers who have been obliged to suspend their work because of home duties, or impaired health, and cannot attend a school regularly.

d. Teachers who need to meet the new requirements for renewal of certificates and find it impracticable to attend school, or to join extension classes.

e. Teachers who by alternately teaching and attending school are earning a diploma or degree from normal school or college.

f. Departmental teachers or others who in their effort to improve their teaching of a special subject will derive guidance, inspiration, and new knowledge from a course of study carried on parallel to their work.

Some subjects like the laboratory sciences are not adapted to this mode of study. The best subjects are geography, history, economics, sociology, education, literature, and the like, where intrinsic interest is great and the interpretation of the facts usually presents little difficulty.

CONDITIONS GOVERNING ENROLLMENT AND STUDY

Graduates of recognized four-year high schools, or teachers over twenty-one years of age may enroll. Students not fully equipped to meet the usual college entrance requirements should state to the Director on enrolling whether the work is to be considered as applying toward credit, or taken for other reasons, such as a desire for information in certain subjects, or for keeping in touch with the advancement in education.

Persons wishing to enroll should write for information to the Director of Home Study by Correspondence, ask for application blank, which should be filled out with the required information, including high school credits, unless the applicant has a record already on file at the University. If coming from other colleges a transcript of grades earned at those schools may be attached and the reverse side of the application not filled out. Those not having had work beyond high school must either have their high school record filled out on the blank, signed by the proper official, or a transcript of their grades attached, properly signed. Transcripts of grades thus sent in are needed for keeping records and will not be returned. Send application and fee of ten dollars to the Director.

CHARACTER OF COURSES

Students are held to the same requirements regarding prerequisites and sequence as in regular classes in residence. Students should know the requirements as given in the Annual Catalog of the University and study the make-up of the different curricula offered in order to choose well from the list of subjects offered by correspondence.

Courses offered by correspondence are planned on the same basis as full residence courses, which consist of 48 lessons and are completed in twelve weeks by class-room instruction. A correspondence course giving one credit is organized into twelve units, each representing four lessons, or the equivalent of a week's work. When fully completed this credit can be used toward a certificate, a diploma, or degree.

No more than one-eighth of the credits required for a certificate, diploma, or degree may be made by correspondence. The last two courses must be done in residence. The student must expect to devote his best effort to securing adequate supplementary material, and employ the best possible resources in study, giving not less than 150 hours to study and preparation of written lessons.

WHEN TO BEGIN

Courses should be begun in the early fall, and students should attempt to finish by the close of the regular year in June. Only in extreme cases may work be continued through the summer, and those where special need warrants it and the arrangements are made with the Di-

rector and the instructor in charge of the course. A second course may be taken after the first is completed providing it be begun so as to permit of finishing at the closing of the regular year. Courses may not be completed in less time than would be used in residence except for good reasons and on the approval of the Director.

Students may enroll beginning September 1, though lessons will not be sent out until the opening of the school. Enrollment in general will continue until February 1. A short time during the first of February may be held open at the discretion of the Director to accommodate cases needing consideration.

REQUIREMENTS IN CORRESPONDENCE COURSES

Students are required to send in work regularly and promptly. In case of illness or unavoidable delay, notice should be given promptly to the Director and allowance in time may be made to suit the need. If, because of negligence in sending in lessons, the student must be notified more than twice and if the delay in time is as much as sixty days, without arrangement for resuming the work within the regular time allotted, the student will be considered as dropped. If a student is unable to complete the course in the specified time, it may be resumed the following September on payment of an additional two dollars. The time then taken for finishing should be as brief as is consistent with good work, be arranged with the department, and in the end may not exceed a year from the time the course was begun.

Courses may not be completed by correspondence when begun in residence or in regularly organized extension classes without arrangements with those having charge over such work and the Director, and failures in residence classes cannot be made up by correspondence.

Courses may not be taken by correspondence if the student is in extension classes at the same time, unless for special reasons approved by the Director, and no teacher in service may carry on both extension and correspondence work without written permission from the superintendent, or Board of Education.

Students taking correspondence courses cannot continue work during the time they are in residence classes without the approval of the Dean of the College and arrangements with the Director and the instructor in charge of the course.

Students doing work in residence in some other institution may not enroll in courses without written permission from the Dean of such institution.

An examination will be given upon the completion of a course. Dates are set at intervals during the year at which time students may plan to finish.

EXPENSE OF CORRESPONDENCE COURSES

Illinois State Normal University now charges a fee of five dollars for each correspondence course completed. An additional of five dollars is required as a deposit to be forfeited if the course is not completed within

the time allotted for doing the work, unless the student has made the necessary arrangements, allowing a lapse of work until the following September, when it may be resumed on payment of an additional fee of two dollars.

In addition to the fee and cost of regular text books, the student may be required to buy additional books, named by the instructor and needed for proper progress in the course. This will be done where library facilities are not available to the student and the cost should not exceed ten dollars.

Fees must be sent when the application blank is returned. No refund can be allowed after the student has been enrolled, except that made on completing the course or in special cases warranting such consideration. Every effort will be made to meet the needs of students in enrolling, but students should examine the work carefully before asking that lessons be sent.

No correspondence work will be offered in 1932-1933.

ORGANIZATION AND FUNCTIONS OF THE UNIVERSITY

The Illinois State Normal University is a state college for teachers, and comprises three schools:

The Teachers College
The University High School
The University Elementary School

The University High School and the University Elementary School constitute the Training Schools, used as the laboratories of teacher education. There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

The Illinois State Normal University is organized into thirteen divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the thirteen divisions one or more differentiated programs of work leading to a degree are offered. Two-year curricula are or-

ganized in some of the divisions. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

Division of Rural Education
Division of Elementary Education
Division of Junior High School Education
Division of Secondary Education
Division of Educational Administration and Supervision
Division of Speech Education
Division of Trade and Industrial Education
Division of Commerce Education
Division of Agricultural Education
Division of Home Economics Education
Division of Music Education
Division of Art Education
Division of Health and Sports Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the thirteen divisions is found in thirteen professional subject matter fields. In each of these fields a sufficient number of college courses is offered to provide all of the work needed for the preparation of teachers for that field. Every subject offered in the University is professionalized in the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

AGRICULTURE
ART
COMMERCE
ENGLISH
FOREIGN LANGUAGE
- French
- German
- Latin

HEALTH AND SPORTS
HOME ECONOMICS
INDUSTRIAL ARTS
MATHEMATICS
MUSIC
NATURAL SCIENCE
- Biology
- Chemistry
- Geography
- Physics

SOCIAL SCIENCE
- Economics
- Geography
- History
- Political Science
- Sociology

SPEECH

NATURE OF WORK IN EDUCATION

The teacher's technological subject is Education.

The courses offered in this field are organized in every curriculum into an integrated sequence of work which includes psychology, theory

and principles of teaching, class organization, mental and achievement testing, curriculum materials, technique of teaching, philosophy of education, a study of modern schools and their organization and program, student teaching, and in some curricula special courses in administration and supervision. In two-year curricula the sequence of courses in education begins in the first quarter of the freshman year and continues through the entire two years. In four-year curricula a brief course in orientation in education and a course in orientation in teaching occur in the second and third quarters of the freshman year. A three-year integrated sequence of work in education begins in the first quarter of the sophomore year and continues through sophomore, junior and senior years.

In the courses in education continuity of learning is sought and brief courses with little or no integration are avoided. Education is looked upon as a single comprehensive field of study containing many aspects rather than as a group of isolated, unarticulated individual courses. Provision is thus made for consecutive study of education extending over several years in a continuous, unified sequence of work culminating in student teaching and evolving a sound philosophy of education.

The courses in education are of such fundamental importance in all curricula that their organization and objectives are described in some detail. They have the same purpose and follow the same general plan in all curricula. The primary objective of teacher education is conceived to be a self-directing teacher who has

a) an understanding of contemporary civilization, with some insight into the problems arising from its rapid change, and creative patterns for thinking, feeling and action which dispose him to constructive efforts in the solution of current problems;

b) a functionally formulated insight into the nature of education and the part it plays in a changing civilization such as that which prevails at the present time;

c) a discerning insight into the nature of true learning as a function of the growth and development of personality;

d) a clear understanding of the interrelation of social group life and individual development;

e) an abiding confidence in his professional insight and practice, a belief in the essential soundness of the experimental approach to the problems to be faced and an appreciation of the dynamic and purposeful character of education and life.

The various curricula are organized and administered in such a manner as to present an opportunity for the student to experience a gradual but unified growth, gaining a knowledge of contemporary civilization and ability to take his place as a teacher who shall be a worthy interpreter of this civilization to children. All curricula are built upon a common pattern which is made up of the four cores which have been described. Each core has sufficient independence to constitute something of unity, but sufficient interdependence that, uniting, they give the student a rich educational experience which prepares him alike for his life as an individual and his career as a teacher.

The education core is characterized by

a) college class work which finds its point of departure and its basis for organization in the actual school room life of children, rather than from the usual logically systematized organization of subject matter;

b) a unification of college class work with experience in actual school room work in the training school through observation, introductory participation, preliminary teaching, and finally through full-time all-day teaching with full responsibility;

c) the futherance of this integration through instructor-supervisors who are responsible for a given group of students throughout their period of preparation, both in their college class work in education and in their work of participation in the training school;

d) the inclusion within the education core of courses in curriculum materials which effect an integration of the materials of the earlier independent subject matter courses dealing with the background for the culture materials appropriate to pupils.

e) the presumption that the professional core will continually draw upon the student's developing experience in the other cores of the curriculum.

Thus, the several cores become integrated on a functional basis throughout the entire curriculum. There is an integration of the subject matter of the various subjects with the theory and principles of teaching. Courses in education do not deal with mere generalizations about teaching; rather, they contain a substantial amount of subject matter to an increasing degree as the work progresses. They deal with its organization and use as an instrument of education.

Since the materials which constitute the courses in education and their organization for instructional purposes grow out of the expanding experience of the student working with his instructor-supervisor in his participation in the life of the school room in the training school, observation of class room organization and procedure is a predominant feature of the student's work throughout his curriculum, particularly in the early part of his preparation. As insight, ability, and understanding of materials and their use develop, observation is supplemented by preliminary teaching of individual children or small groups, as well as other more advanced forms of participation. Progressively larger and larger responsibilities in teaching are assumed until the period of full-time responsible teaching is reached. Provision is continually made for varying rates of growth, so that a student may at all times carry teaching responsibility commensurate with his developing powers.

Each student spends an average of at least two hours a week throughout the sophomore and junior years and two quarters of the senior year,—freshman and sophomore years in two-year curricula,—in the class rooms of the training school, engaging in observation of classroom procedure, in introductory forms of participation other than teaching, later in preliminary teaching and finally in full-time responsible teaching, all under the direction of his instructor-supervisor and the critic teachers.

The fact that the materials of the work in education and their organization for instructional purposes, grow out of the expanding experience of the student teacher does not preclude the formulation of a general outline of the essential materials of the courses in education. Since any class room life calls for intelligent direction to make school work effective and well-organized, the life in the rooms of the training school gives rise to consideration of these essentials. The naming of courses and their allocation to definite quarters is, to a certain extent, an administrative device. Any given phase of educational theory, history.

psychology, or measurement, is likely to have its beginning in the first quarter of the sophomore year,—in two-year curricula in the first quarter of the freshman year,—and form a part of the student's developing conceptions of other professional units, to receive special consideration at an appropriate time, and to become integrated with other patterns of thought in the further rounding-out of the student's professional life. Under this plan a given aspect of theory will often take its departure from something that occurs in the participation in the training school and then run along as a parallel element to other elements in the curriculum, receiving, from time to time, renewed emphasis and enriched meaning through the expansion of experience and learning on the part of the student. The recurrence of topics at intervals and their further consideration in the light of an expanded experience and progress in learning is one important feature of the work in education.

NATURE OF SUBJECT MATTER COURSES IN THE TEACHING SUBJECTS

Subject matter courses in the teaching subjects are organized into compact programs of work, each of which deals with the content considered to be necessary as a basis for teaching some grade or subject-combination in the public school system of the state. Every such group of courses in subject matter has been organized with special reference to some known teaching field. These courses constitute a body of culture materials suitable for pupil education but they are studied by college students on an advanced level appropriate to college work. Out of such advanced study come, at a later point, the actual curriculum materials of pupil education. The instructional fields existing in the public schools of the state have been carefully surveyed as a basis for the organization of the various programs which provide specific and definite preparation for teaching in these fields.

CONTINUITY OF LEARNING AS AN AIM

The coherent groups into which courses dealing with the teaching subjects are organized provide for consecutive study of a given subject through several years in a continuous unified sequence of subject matter constituting a comprehensive field of study rather than a series of courses. Brief courses continuing through a single quarter only are avoided so far as possible. Continuity of learning is sought, as in the case of education, by thus combining short isolated and fragmentary courses into one comprehensive field of study. This plan aims at a somewhat extensive mastery of the whole field rather than an understanding of isolated portions of it.

COMPREHENSIVE AND INTENSIVE COURSES

The group of courses in each field begins with a single comprehensive course in the freshman year, which introduces the student to the entire field and gives him a general, but very broad, view of the whole subject. This course is followed in the sophomore year by one, and sometimes two,

comprehensive courses, according to the nature of the subject and these, in turn, are followed in the junior and senior years by more advanced and more intensive courses which treat thoroughly those aspects of the subject deemed most important for a teacher.

The first comprehensive course in the freshman year introduces all of the topics which are considered in the later study of the subject. These introductory courses are comprehensive in the sense that they cover a considerable range of topics in the fields with which they deal, treating none of the topics in an exhaustive manner. On the other hand the treatment is not superficial. The purpose is to present a comprehensive view of the entire field so that when later intensive courses are taken in special aspects of the field, students will see the relationship of these special courses to the field as a whole and understand their setting in it.

In every case the sophomore courses either continue the comprehensive freshman course in the whole field or deal with a portion of the whole field in a comprehensive manner. The advanced intensive courses in special aspects of a subject, taken in the junior and senior years, are so organized that, with the introductory and comprehensive courses of the freshman and sophomore years, they cover the entire field in a manner which provides an adequate scholarship background for teaching that subject as a major teaching field. The two or three comprehensive courses of the freshman and sophomore years include enough of the materials of the subject or subjects included in the field, especially when three such year-courses are taken, to provide preparation to teach that subject as a minor teaching field. Both the comprehensive courses and the advanced intensive courses are necessary to afford preparation to teach any subject as a major teaching field.

INSTRUCTIONAL ORGANIZATION OF STATE AS A GUIDE

The subject matter courses are so organized that a student may devote himself exclusively to one field, becoming especially well prepared in that subject with little or no preparation in anything else, or he may take a smaller number of courses which cover the field less thoroughly and have time to take courses in one or more other fields. Whether or not students are allowed to confine themselves to a single subject depends upon the instructional organization of the public school system of the state. Whenever there are sufficient calls for teachers to deal exclusively with a single subject, a sufficient number of students to meet the requirements are allowed to confine themselves to that subject. In general, in their choice of teaching fields for which to prepare, students are advised, in terms of the needs of the state under its present instructional organization. Thus, students are assured that they are pursuing fields of study leading to teaching combinations which are most likely to assure placement in the public school system of the state.

COURSES OF UPPER AND LOWER LEVEL

The various courses are of three different grades as far as progressive advancement is concerned.

A. Courses Open to Freshmen. These are the comprehensive introductory courses in the various subjects offered in the freshman year. These courses are numbered 1-99. Sophomores, juniors and seniors, in some cases, may take these courses but only a limited number of freshman courses may be counted for graduation when taken by juniors and seniors. Every junior and senior who takes a freshman course should consult the registrar to see whether he has previously taken the permitted number of such courses.

B. Courses Not Open to Freshmen. These courses are, in general, the comprehensive courses of the sophomore year. They are open to sophomores, juniors and seniors and are numbered 101-199. They either require sophomore standing or prerequisite courses which will ordinarily be taken in the freshman year. Juniors and seniors may count only a certain number of such courses for graduation. They should consult the registrar before registering for any course of this level to see whether they have already taken as many courses of this grade as are permitted.

C. Courses Open Only to Juniors and Seniors. These are advanced intensive courses and ordinarily are not open to freshmen and sophomores. They are numbered 201-299. It is required that juniors and seniors take, in the last two years of a four-year curriculum, a certain proportion of courses open only to juniors and seniors in order to secure well rounded and relatively complete preparation to teach in one major teaching field. They should look into this matter very carefully and see that the right proportion is maintained in the two upper years of their curriculum.

Every student should read the statement on page 83.

THE SUMMER QUARTER

The Teachers College provides a summer term of six weeks for active teachers and for students who wish to continue their studies during the summer. The program consists chiefly of the regular courses in the various subjects. The daily program is so arranged that classes meet eight times a week in the same subject, thus completing twelve-weeks of work in each subject in six weeks. All grades of the campus training school and of the Illinois Soldiers and Sailors Childrens School are in session during the summer term affording model lessons for observation and discussion and opportunity for practice teaching; but such practice teaching may be done only after prerequisite work in education has been accomplished. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses open to juniors and seniors are arranged in a three-year cycle and taught in the summer thus enabling a student to complete two units of work by attending the same term for three consecutive summers.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer.

The state-wide examination for teachers' certificates is held at the end of the first summer term.

CURRICULA AND COURSES

The Teachers College provides for high-school graduates curricula two years and four years in length for kindergarten teachers, primary teachers, intermediate grade teachers, upper grade teachers, rural-school teachers, and special teachers of art, industrial arts, home economics, agriculture, commercial branches, physical education, music, and speech.

The University educates also high-school teachers, supervisors, principals, and superintendents, whose duties require a more extended preparation.

All four-year curricula lead to the professional degree, Bachelor of Education.

TEACHERS COLLEGE CURRICULA

The regular curricula are:

I. Two-year and four-year kindergarten-primary curricula for teachers of the kindergarten and the first two primary grades.

II. Two-year and four-year curricula for teachers of the intermediate grades.

III. Two-year and four-year curricula for teachers of upper grades and a four-year curriculum for junior high school teachers and principals.

IV. Two-year and four-year curricula for teachers of rural schools.

V. A four-year curriculum for general high-school teachers which admits of wide variation in the choice of teaching subjects.

VI. A four-year curriculum for supervisors and principals in elementary schools.

VII. A four-year curriculum for principals and superintendents of schools.

VIII. A four-year curriculum for teachers of agriculture.

IX. A four-year curriculum for teachers and supervisors of art in elementary and secondary schools.

X. A four-year curriculum for teachers of commercial subjects.

XI. A four-year curriculum for teachers and supervisors of health and sports (men).

XII. A four-year curriculum for teachers and supervisors of health and sports (women).

XIII. A four-year curriculum for teachers of home economics which meets the requirements of the Smith-Hughes Act and also prepares home economics teachers for elementary schools.

XIV. A four-year curriculum in trade and industrial education.

XV. A four-year curriculum for teachers and supervisors of music in elementary and secondary schools.

XVI. A four-year curriculum for high-school teachers of speech.

ADMISSION TO GRADUATE SCHOOLS

Graduates of any four year curriculum who have completed the equivalent of 30 quarter hours in any subject in addition to the required work in education are admitted to the graduate school of the University of Illinois without condition.

PREPARATION FOR RURAL SCHOOL SERVICE

Rural teachers of strong personality and who have also acquired adequate training are in demand. Better trained teachers in Illinois are needed for the 10,000 one-room schools, for the 100 consolidated schools, for the 1,000 village schools and for the 500 community high schools in the state. The offices of the rural helping teacher and the county superintendent of schools are becoming professionalized. The Division of Rural Education offers preparation for these positions.

Students are permitted to observe and do student teaching in three cooperating rural schools located near Bloomington. Transportation is furnished at no expense to the student. A trained supervisor is in charge of student teaching. Plans are being made for the securing of a larger school unit for observation and demonstration purposes.

The University now offers a four year curriculum as well as a two year curriculum for students who wish to prepare for rural school service. The three advanced courses are: (1) Rural Education; (2) Rural, Village and Consolidated Schools and their Program and Organization and (3) Rural Sociology.

It is believed that the field of teaching in the rural school offers the greatest opportunity to render service which is available today. County superintendents are beginning to aid rural school boards in the selection of trained teachers. The greatest need for greater numbers of beginning teachers is in the rural school and there is a great need for more help in supervision in this same field.

AIMS AND PURPOSES IN TEACHER EDUCATION

The character of curricula for the preparation of teachers is determined largely by the aims and purposes of teacher education which dominates any institution established for that purpose. Present aims and purposes in the preparation of teachers at the Illinois State Normal University are projected from the experience of the past and join hands

with ideals as guides to a working program. For three quarters of a century the University has served the state and the nation, lifting the level of teaching in our public schools, fitting succeeding generations for the changing problems of our democracy, fulfilling its larger purpose as an instrument of social adaptation.

In 1856 the Illinois State Legislature passed the law definitely establishing a tax supported system of public education. The same demand for public education impelled the legislature the next February to establish the Illinois State Normal University. As expressed in the statute, "the objects of said normal university shall be to qualify teachers for the common schools of the state." This objective has continued, and still continues, to represent the basic aim of the University. It dictates a most practical social service. It implies that the University shall keep contact with the field of service and shall educate teachers who shall meet the needs of state as they exist. This fundamental objective implies that the University shall coordinate its efforts with the program of public education and shall work harmoniously with those forces that lift the level of social well-being in the state. Such an objective implies adaptability to changing conditions, and a purposeful, scientific approach to its work and its planning.

ESSENTIAL TYPES OF RESEARCH

The University, with other institutions of common purpose, must keep its vision clear to developments affecting its program. The results of world-wide research that goes on in the psychological laboratories bring to light new understandings of human nature, change old concepts of human learning, impel a continuous reconstruction of patterns of thought concerning the whole process of education. This University must stand ready to evaluate such new findings and work them over into the matrix of educational theory and practice. This secondary type of research which translates pure research into practice is quite as essential as the original contributions. Such endeavor fits well into the general purpose of an institution that educates teachers.

The University must study the needs of society as carefully as it does the nature of learning. Our industrial democracy produces rapid changes in the basic factors of our social, economic, and political life. The problems of one generation are not those of the next; each generation thrusts upon public education new and untried burdens. Passing years point the need of vision and insight for the education of teachers who will be constructive workers in keeping public education adapted to social needs. Here again the University must set for itself the aim of research of a type which will build the life of children in point with the life they should live.

COOPERATION IN LEADERSHIP

No institution can work alone. Education is a great force, manned with a great army of workers. The front ranks move into the problems

that spring from changing conditions of life. The University in setting its face to these new problems joins with other institutions and other workers who contribute to the leadership of this great social service. Its work is not done when it prepares teachers for the average situation in our schools. It must unite with the forward looking forces which move into new territory. Such cooperative leadership partakes of the nature of statesmanship.

Withal, such aims and purposes imply a philosophy—an overview which brings unity to aims and purposes, and to the working program a consistency that is essential to effective continuity. The University proposes to carry on its work with such a philosophy, as it proposes to educate teachers who will teach with like guidance. It proposes that its graduates will do the day's work as it presents itself, living with children as they wish them to live in society, exercising a worthy degree of insight into social problems, to the end that they may contribute to the problem of making life better.

OBJECTIVES AND CORRELATIVE CURRICULUM CONSTITUENTS

In the furtherance of such an end the University sets up such objectives for its teacher preparation curriculum as seem most desirable and establishes correlative curriculum constituents. It purposes to make its several curricula in the light of such a group of objectives, so selected. Primarily it sees the predominant need of a curriculum designed to produce a socially responsible individual, rich in culture, mature and effective in personality, professionally educated, equipped with an adequate subject matter background, possessed of an understanding of the general objectives of education, superior in ability and skill in the technique of teaching, and informed concerning the wider implications of child guidance and personality development. To these ends the various curricula have been organized.

These objectives determine the content of the curriculum in each field of teacher preparation and bring to a focus in students the aims and purposes of the University in their behalf. There are numerous detailed and specific objectives which are included in these more general aims.

REQUIREMENTS FOR THE DEGREE

GENERAL REQUIREMENTS

A bachelor's degree is granted in each of the several divisions of the University, based upon completion of a program of work normally requiring four years of study. The degree is that of Bachelor of Education, which is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is devoted to the preparation of teachers and the various curricula are professional in nature designed wholly for that purpose.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATION

The requirements for graduation with the degree of Bachelor of Education include certain specified courses, included in nine groups as indicated below. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field. They must include the subject or subjects which he is preparing to teach. **These requirements apply to all students who enter the University for the first time in September, 1932. The requirements of the University as stated in the catalog for the year 1931-1932 apply to all students who entered previous to September, 1932.**

A program of study, as indicated in the several curricula, normally extending over four years, for students who attend three quarters each year, is required for the degree. The time may be shortened by attendance during the summer. For credit purposes each course is assigned a "unit value" which depends on the amount of prepared and unprepared work expected of the students. With one exception, all courses are either 4-unit or 2-unit courses.

In each course the class meets for four or five single class periods a week or four double class periods or some combination of single and double periods which, counting two double periods as equal to one single period, does not make more than the equivalent of four single periods. A single class period is fifty minutes in length and a double period one hundred minutes. Two double periods of unprepared work are rated the same as one single period of class work requiring one additional hour of outside preparation.

Any 4-unit course may require weekly: four single periods of prepared work; four single periods of prepared and one single period of unprepared work; one double period of unprepared work and three single periods of prepared work; or two double periods of unprepared and two single periods of prepared work; or three double periods of unprepared work and one single period of prepared work; or four double periods of unprepared and no periods of prepared work.

In all 2-unit courses, the class meets for four or five periods of unprepared work weekly or for four periods of which three are unprepared work. There is one exception to the foregoing statements. The single course in Meanings and Appreciations in the Fine Arts, which occurs in the freshman year in some curricula, requires two periods of unprepared work weekly and is a 1-unit course.

The printed Schedule of Classes indicates the number of weekly periods required in each course. For records and transfer of credits to other institutions each course carries a number of quarter hours of "credit" which corresponds to its unit value.

Certain courses known as year courses are continuous throughout the year and are not considered finished until the work of the third quarter is completed. These continuous year courses are indicated by the letters **a**, **b**, and **c**, following the number of the course.

Symbols placed after each course indicate the college level at which the course normally occurs, the quarter in which it is offered and its unit value. Thus the course entitled **Contemporary Civilization 1a (4)** occurs normally in the freshman year, is the first quarter's work in the subject, has a unit value of "four" and in terms of credits carries four quarter hours of credit.

In the work of the first teaching field and that of the second teaching field, students must pursue an approved sequence of courses which consists of a coherent and organized program of study leading to a comprehensive understanding of that field. At least two-thirds of the work in the first teaching field and at least one-half of the work in the second teaching field, must consist of advanced work not open to freshmen. At least one-third of the work in the first teaching field must consist of advanced courses open only to juniors and seniors. Two-thirds of all of the work of the junior and senior years must be in courses open only to juniors and seniors. Three-fourths of all of the work of the junior and senior years must be in courses not open to freshmen. One-fourth may be in courses open to freshmen.

Each student is expected to carry a program of work having a unit value of from 12 to 16 units each quarter. Students may not carry more than 16 units unless they have maintained an average of 85 or above in the previous quarter with no grade below 80. In that case they may take only four additional units.

OUTLINE OF THE GENERAL CURRICULUM

The General Curriculum as outlined is made the basis of all of the four-year curricula. This outline indicates the requirements which are uniform in all divisions and it sets forth in a general way the objectives and purposes of the various requirements.

The general curriculum has sufficient flexibility to permit differentiation of preparation. Students are able to prepare themselves to teach in different units of the school system and different combinations of subjects within a given unit.

The entire curriculum is conceived as consisting of parallel elements all of which contribute to the integrated personality of the student and which all together give the student the general culture, the reorientation of personality, the grasp of the subject matter of chosen teaching fields and the degree of ability and skill in teaching which in combination make the effective teacher. Some subjects which fall in a particular field have large margins which carry over into other fields. For example, study in the fields of the student's teaching subjects contributes to the cultural background of the student and the general subjects of the cultural background field contribute richly to the teaching subjects. There are four major fields in the General Curriculum, which, with their objectives, are as follows:

A. Education: planned to bring educational theory and practice into a functional unity and to serve as the integrating factor in the entire curriculum. Education deals not only with the theory and principles of teaching, modern schools and their organization and program and the

philosophy of education, but it includes the integration of subject matter materials for use in the school rooms of the public school system through a study of the actual curriculum materials of pupil education. The earlier work in education aims particularly at an understanding of child nature and development, including children's learning, and a sound theory of teaching. To this end students have close and intimate contacts with children in the training school, through active participation in the group living going on in the classrooms there and in the out of school life and activities of children. Later work stresses the organization and use of curriculum materials in child growth and development and the technique of teaching acquired largely through actual teaching.

B. Cultural Background: encompassing all essential elements of our modern life, designed for the general development of the individual and pointed toward his life as a member of society. The cultural background is designed primarily to foster an understanding of modern civilization in its dynamic and cultural phases. The content of the courses in this field are thought of as the subject matter of adult perspective in contemporary civilization.

C. Professional Scholarship: giving special emphasis to the student's teaching subjects, chosen as preparation for teaching in some unit of the school system and dealing with the background for the culture materials for pupil life with the inevitable margins in the cultural background. Professional scholarship is conceived as the direct and explicit background for the culture materials of pupil education, taught on a high level appropriate to college work.

D. Student Life and Orientation: providing for orientation in college life and in education, laying the basis for final choice of the teaching field, and including recreation and health. This field, thus, comprehends the subject matter and activities of student life and orientation. It stresses particularly the social and personal life of students and the developmental program in recreation and health, but in doing so it does not neglect orientation in education and in teaching.

The General Curriculum is outlined under these four heads and is comprehended in nine groups. Education includes Group I; Cultural Background, Groups II, III, IV, V, and VI; Professional Scholarship, Group VII; Student Life and Orientation, Groups VIII and IX. The requirements in each of the nine groups are outlined as follows:

A. EDUCATION

GROUP I. EDUCATION, 48 or 60 units.

Education deals with psychology, theory and principles of teaching, mental and achievement tests, the organization and use of subject matter in teaching, and student teaching.

While, as has been pointed out, the specific courses included in this requirement are organized in a sequence which runs through the entire curriculum and constitutes a single integrated field of study rather than a group of independent courses, it is, nevertheless, necessary to designate the work offered in the different terms by separate titles, which indicate

in a general way the manner in which the course is developed. These titles appear at a later point.

The work in education is apportioned approximately as follows in the several curricula, except in curricula in supervision and administration:

a. Psychology and Theory and Principles of Teaching and Testing and Class Organization, 24 units.

b. Curriculum Materials and Technique of Teaching, Testing and Class Organization, 8 or 12 units.

c. Mental Tests and the Measurement of Special Abilities, 4 units (Curricula for elementary school teachers only).

d. Modern Schools and Their Program and Organization, 4 units.

e. Social Philosophy of Education, 4 units.

f. Student Teaching, 8 or 12 units.

Most of the courses in education are differentiated in content for different types of teachers. A course dealing with the psychology of learning and teaching when taken by students who are preparing to be kindergarten-primary teachers is quite different from the corresponding course taken by students who are planning to teach in senior high schools. This differentiation provides for the needs of teachers who require special preparation for specific types of teaching service. The same principle holds throughout all of the curricula.

In the freshman year there are courses the purpose of which is orientation in education and in teaching. These courses are considered to be a part of the student-life core rather than the education-core.

The courses in education represent a continuous, unified, progressive development, paralleled at all times by participation, rather than separate approaches to various aspects of the subject. The participation itself contemplates a continuous process of growth and development on the part of the participating student rather than various distinct stages of development in each of which a different approach is made. The work in education includes subject matter, also, in the form of curriculum materials and thus represents a unification of the theory and principles of teaching with subject matter. Its study begins with a simple approach to teaching and learning and continues to be expressed in greater detail as the experience of the participating student expands.

B. CULTURAL BACKGROUND

Every student who completes a four-year curriculum takes a group of courses the purpose of which is to interpret the current scene—the social, economic, and political life of present day civilization, with as much study of the past as is necessary to understand the present. If teachers are to interpret life to pupils, they must understand life themselves. If they are to inculcate an understanding of the world of today and its significant problems and its ever-changing complexion, they must be students of contemporary civilization and its problems, with sufficient understanding of current life and its trends to enable them to live understandingly and effectively in a changing civilization such as that of

the present. Teachers, in a word, must understand contemporary American and world life and they must have intelligent attitudes toward its foundations and its functioning.

Every student, therefore, in a four-year curriculum takes the following sequence of courses or their equivalent which have for their objective the interpretation of contemporary civilization and culture, all with world implications: a) General Literature and English Expression, dealing chiefly with contemporary literature; b) Contemporary Civilization; c) History of Civilization and Cuture; d) Natural Science in Modern Life; e) Meanings and Appreciations in the Fine Arts.

The cultural background courses in literature, history, natural science, contemporary civilization, and the fine arts, all integrated so far as possible, are intended to present a picture of the contemporary social order in its various aspects. The great purpose of these cultural background studies is to prepare in the prospective teacher a worthily educated person independent of the immediate demands of the school room. The emphasis is upon adult perspective and not primarily upon the culture materials for pupils, although there are marginal contributions to the latter.

GROUP II. ENGLISH LANGUAGE AND LITERATURE, 12 units.

Two kinds of work are included in this group; a) Corrective English, for those who need it; b) General Literature and English Expression.

a. Corrective English (Freshman Year)

This subject is not thought of as a course, but such work as seems to be necessary is required of all students who are found by tests administered at the beginning of the freshman year and evidence furnished by their ordinary speech to be unable to speak and write correct English. A clear distinction is made between the student's ability to express himself coherently and well at some length and his ability to write and speak correctly. These two abilities are believed to have quite a different basis. The student's expression apart from correct and conventional discourse is regarded as a function of his expanding intellectual content. The work in corrective English is directed toward the removal of disabilities and the establishment of correct and conventional modes of expression.

Students who are found to have deficiencies in oral and written expression are required to meet in relatively small classes for the types of individual instruction needed by each student. The emphasis in these classes is upon diagnostic and remedial instruction at the level of the college freshman.

The plan, however, contemplates allowing individual students to attack their English problem independently if they are able and desire to do so. The instructor in this case acts as counselor, giving to each student tests to reveal his disabilities and suggesting remedial measures for correcting specific deficiencies, which the student himself may carry out in his own way, if he wishes to do so. In other cases the instructor gives remedial instruction daily for individuals and groups.

Students who are required to take this course are understood to be strictly on probation until they can show a measurable and evident competency in the correct use of written and spoken English. Students who are in a marked degree deficient in English are allowed to carry only a limited amount of work in addition to Corrective English. Such students must understand that their continuation in college is doubtful after one quarter, unless their standard of English by that time reaches and remains upon the rather high level necessary to carry on serious professional study.

There are no credits, no designated amount of time to be spent and no outline of ground to be covered in the course in Corrective English. The only requirement is evidence furnished by tests and the usual use of English in other connections that the student's ordinary English expression meets a required standard of correctness. The problem is wholly that of attainment of the standard in the correct use of oral and written English. This standard is a very definite one. Whenever the student's English expression reaches the standard and remains there permanently, through instruction by a teacher or by his own independent efforts, he is excused from the course. Until he has reached this standard, he remains a member of a class in Corrective English.

b. General Literature and English Expression, 12 units.

This course occurs in the freshman year of all curricula. It deals with general literature but it is not an historical survey of the subject. It is a course distinctly of the cultural-foundation type but with large contributions to the teaching-subjects type. This course somewhat emphasizes contemporary literature. It draws its materials, however, from all sources for the purpose of developing appreciation, sense of values and reorientation of personality through literature. It performs its part in developing a cultural background by dealing with materials which point the student into an understanding of great literature in which man has expressed his greatest aspirations and his highest ideals.

The selection of materials for this course aims to bring students into contact with the best thoughts and ideas of the race and the ideals of civilization as presented in literature. In organization the course follows no logical or stereotyped systematization, but it deals with the materials of early and particularly of contemporary world literature which depicts man facing the problems of living in modern civilization. The aims of the course are expressed in terms of life values, literature being considered as a means to an end and not an end in itself. The desirable learning products here are those values and not knowledge of authors and books for their own sake.

English expression is connected with the study of literature, but it does not consist of a formal course in English composition. It represents rather a time and a place for English composition of a functional sort, by means of which ability to express ideas coherently and effectively in extended discourse grows and develops.

There is opportunity for English expression in all of the studies of the curriculum and there is an abundance of it so that every subject

which the student studies includes English expression. It seems appropriate, however, to give direction to the growth and expansion of the student's ability in English expression in connection with literature, in which he is constantly reading the choicest examples of English expression and thought which the world has produced.

The course in General Literature and English Expression provides for wide reading in the various fields of literature, class discussions in small groups, shorter and longer discussions by individual students and written papers, in which a coherent train of thought is developed. The result is a large expansion of the student's ability in English discourse. Some study of English discourse structure is carried along with English expression whenever it can be presented functionally, but it is not made predominant.

Further work in English expression beyond this course, for students who are not specializing in English, is desirable, but such work is carried on in a more functional relationship than can be secured in formal courses in composition. By the time students have reached the junior year they have had a wide experience in writing obtained in all of the subjects of the two preceding years. They have developed through their work in Corrective English the ability to write correctly, if they did not have it when they entered college. They have had a year's experience in the freshman year in English expression, growing out of a considerable group of subjects rich in content and especially literature. Presumably they are now able to express their ideas at length in coherent discourse which does not contain grammatical errors. In their course in English expression they did considerable speaking and writing in which they carried a sequence of thought through discourse of considerable length and were always in contact with a teacher as a guide.

During the junior and senior years both teachers of English and all other teachers guide and direct students in their further development in English speech. Their courses in these years require more independent study and a great deal more extended presentation of an original type as a result of their study in different subjects. Students have now arrived at the point beyond which they do not need to be slavishly dependent upon a teacher of English. They are now expected to be able to acquire the necessary understanding of the principles of written and spoken English and to correct their own English, maintaining a good standard in this particular at all times. They always have access, of course, to the members of the English faculty and they have abundant opportunity to participate in the speech life of the institution.

The amount of time spent in the freshman course in General Literature and English Expression is of secondary consideration. The objectives are certain attainments, which are the chief aims of the course. There are numerous sections in this work and students are placed in groups in which they can work to best advantage. No student is excused from further work in English, even though he has served the required amount of time, unless he can show through both tests and his ordinary use of English in speaking and writing that he has the attainment contemplated by the course.

GROUP III. SOCIAL SCIENCE, 24 units.

Two year courses in social science are required of all students. They are entitled a) Contemporary Civilization; and b) History of Civilization and Culture.

a. Contemporary Civilization, 12 units

This is a year course which aims at an interpretation of current civilization. Contemporary society is studied in its economic, social, and political phases. An understanding of current American and world life is sought.

American political and economic history is studied so far as is necessary to understand the contemporary order. The economic foundations of industrialism constitute an important topic in the course and some time is devoted to larger problems of economic imperialism. The trend away from an individualistically competitive society toward an increasingly cooperative society, since the beginning of the nineteenth century, and the compelling forces behind it are stressed as a feature of the course, and the adjustments in modes of living which have been made in modern times are noted and their significance considered. The interdependence of peoples and nations as a factor in modern civilization is given consideration. The various steps in the conquest of the North American continent are incidental to the development of the course. Social problems connected with income, community living, and family life are discussed thoroughly. The nature of our rapidly developing national culture is the concluding phase of the course and serves to connect this year's work with the course which follows in the sophomore year dealing with the history of civilization and culture.

b. History of Civilization and Culture, 12 units

This course extends through an entire year and is required of all sophomores taking a four-year curriculum. It is the history of mankind and deals with the significant currents of human history. How the current social order has come to its present state is the main objective of the course. It conceives history as the account of the rise and development of human ideals and interests and the development of the great institutions of society.

The course deals with the social changes which have taken place throughout all of human history. It attempts to explain the present by discovering its origin and tracing its development whenever an understanding of such processes adds significance to the current scene. Trends of development in human history are traced from their origins. Social movements in history are studied and their significance considered. The great social institutions are studied from the point of view of their significant history and an attempt is made to develop an appreciation of them as current institutions through a study of their history.

The course deals with the history of art, science, the family, the state, industry and a similar group of institutions which are really the foundations of civilized society. An attempt is made to interpret them from the point of view of their development from primitive times down to the present. Their social worth is evaluated so far as possible. Man's

emergence from savagery and his development throughout all of the ages of recorded history is studied. The characteristics of the current machine age are noted in terms of the processes which have conditioned their development. The great personalities of all times who have served mankind and who have contributed to the life of humanity are studied. Their contributions to the life of the race are examined in considerable detail. Great names in music, architecture, science, and other human activities are presented. The social ideals which have persisted down through the ages are analyzed. Such a topic as the family and its development and place in civilization and the social ideals relating to it throughout history is studied. Such a course in human history portrays the unfolding of the drama of man's career on the earth and the institutions which he has created. Economic and political history are studied as necessary to provide the setting and means of understanding cultural development.

In the early part of the course primitive and oriental cultures and ancient and medieval civilizations are studied from the point of view already presented. The social and economic history of Europe is given a place of considerable importance. The history of the British Empire is dealt with somewhat comprehensively. American history, including Canada and Latin America, is studied from the point of view of the history and the evaluation of the social institutions which have developed in those nations. At every point the development of human culture is emphasized.

The plan of organization of this course merits mention. It is not a running account of history viewed merely as the story of past events but it attempts to explain the past and aims at understanding rather than a mere memorized account of what has transpired in past ages. The course interprets the present through the past. It is organized into a sequence of units, the objectives of which are intelligent conceptions concerning the manner in which the present social order has developed. The adaptations which take place in pupils through this kind of historical study are the objectives of the course.

GROUP IV. NATURAL SCIENCE, 12 units.

The requirement that all students shall take some work in this field recognizes the great importance of the study of natural science as a part of the teacher's cultural background and its value in gaining a further understanding of contemporary civilization and its evolution. A single course with this end as its objective is required in this group:

a. Natural Science in Modern Life, 12 units.

This is a year course in science required of all students pursuing a four-year curriculum. It deals with fundamental conceptions of biological and physical science as they relate to modern life. There is an attempt to unify science in this course and to seek an understanding of certain conceptions in the field of science underlying the development of modern civilization. The subject matter of the course is organized about certain large fields of thought which attempt to present science

as a whole rather than in terms of isolated and fragmentary fields of knowledge.

The way in which science has transformed the modern world and modified man's thinking is one of the central features of the course. Science now affects almost every aspect of human life, and forms an exceedingly important part of the intellectual resources of the human race and as such it deserves an important place in college study. What understanding of science is essential in modern civilization? What place does science have and what function does it serve in the processes of modern life? The course attempts to deal with those aspects and conceptions of science which are necessary for social participation in order that the teacher may have a background of understanding through which he may be able to interpret modern life to his pupils.

Additional topics treated are the following: The earth and its place in the solar system; the origin and development of living forms; heredity; eugenics; the physical and chemical aspects of nature and their interrelations; a brief history of science with emphasis on the effect on human history of the great inventions and discoveries; remnants from primitive times which still affect modern life; the present status of science as a factor in modern life; the physical and biological aspects of plant and animal life, including the physiological processes found in living things; morphology to the extent necessary to comprehend functioning; and the living organism in relation to its environment. This course makes marginal contributions to the teaching subjects by developing a larger appreciation of science.

GROUP V. FINE ARTS, 3 units.

So important is a study of the arts believed to be in producing a cultured individual that some work in this field is required of all students. The particular course required in this group is omitted in those curricula in which considerable other work is required in both music and art. All other students are required to take the work which is prescribed in this group. It consists of a single course continuing through the freshman year.

a. Meanings and Appreciations in the Fine Arts, 3 units.

This course is intended to give an integrated survey of music, architecture, sculpture, painting, and the minor arts, primarily from the point of view of their relation to civilization, past and present, and to enlarge the contribution of the arts to the enrichment of life for the individual. It is desired to introduce the student to a number of fields of artistic endeavor and to familiarize him with examples of the finest achievements, from both the present and the past, in these phases of art. The development of high standards of taste, and the understanding and enjoyment of many types of works of art, is one aim of the course, as well as an explanation of the basic homogeneity of the aesthetic aspects of all civilizations.

The dominant aims of the musical phase of the course are a development of a love of music through experience with it, and an under-

standing and appreciation of music as an expression of changing civilization. A study is made of the music of ancient peoples, of the early church schools, the rise of instrumental forms, the characteristic streams of musical expression of France, Italy, Germany, and England, the influence of such great masters as Bach, Beethoven, Wagner, and Verdi, in the classical and romantic periods, all contributing to the large musical forms, opera, oratorio, and symphony. All of these make up the cultural background. Throughout this course emphasis is given to enriched musical experience and to the development of appreciation of form-scheme underlying music. It is believed that music plays a significant part in modern living and that appreciation of the beauty inherent in music contributes to individual happiness.

The major space-arts, architecture, painting, and sculpture, with their allied minor arts, are considered as expressive of the ideals and the social, political, and cultural conditions of the eras which produced them. In all cases, stress is laid upon the origins of the art tendencies of today, and the meanings in modern life of the art of the past. The work will be based on the promise that excellence in all forms of the various arts is consonant only with an orderly use of the fundamental principles of rhythm, balance, proportion, and dominance, and their organization into a unified whole. To this factor is due that universal aspect of art, whereby an example of music, sculpture, architecture or painting, embodying these principles of art structure to a supreme degree, remains a masterpiece, wherever or whenever it may have been created.

A study of the art quality in the ordinary objects of our surroundings is a feature of the course, with a view toward producing consumers who, by their awakened and intelligent demand for high quality of design in these objects, will help to raise the level of art in industry.

It is hoped that the course will serve to develop in the student intellectual and aesthetic understanding and enjoyment of the arts, discriminating judgment as a purchaser of the products of industry and art, and that it will be an incentive toward a greater interest in and practice of the arts.

The scope of this course in the fine arts is broad enough to include the place and functions of the arts in civilization. Cultivation of an interest in the arts serves to develop common culture among people and thus weld the population more solidly into a homogeneous group. Civilized living of the future, with its increase of leisure time, is likely to be dependent more and more upon the arts, and civilization itself will assume meaning as they become a more significant part of life. Such a conception of the function of the arts warrants a larger place in the program of the elementary and the secondary schools, and it becomes important that teachers understand and thoroughly appreciate the meanings and functions of the arts in education and life.

GROUP VI. OPTIONAL SUBJECTS, 12 or 24 units.

This group provides for two optional subjects one or both of which may be taken under certain specified conditions in place of one subject in the cultural background group and one year subject in Group VII.

This option is intended to provide for study in the fields of mathematics or foreign language. Students who choose natural science or social science for one of their teaching subjects are advised to take one year of mathematics or one year of foreign language if they have any aptitude or inclination along either of these lines. Students who choose both natural science and social science may well take a year of both foreign language and mathematics. The purpose here is to make possible the broadening of the general education of the student in the best manner possible in terms of his special abilities and aptitudes.

No substitutions may be made for General Literature and English Expression, Contemporary Civilization, Natural Science in Modern Life, or Meanings and Appreciations in the Fine Arts.

The optional subjects are as follows:

a. Foreign Language, 12 units.

Two classes of students should choose foreign language.

a) Students who took a good deal of foreign language in the secondary school and who have a reading or speaking knowledge of the language may desire to continue the study of the language in question in college in order to do additional reading of the language in the original to come into contact with the culture of the people as expressed in their literature in the original language. Students who have a genuine literary interest in some language and are able to attain a real mastery of that language to the extent of a competent reading or speaking knowledge are included in this category. b) Some students who have pursued no foreign language in high school may desire to do a year of language study in a beginning course in foreign language for general cultural purposes.

Students who pursued foreign language in the secondary school do not, of course, take the beginning courses in the teachers college, but they start at the appropriate point in their college work and carry in the college advanced reading courses in the literature of the language which do not duplicate any work which was taken in high school. Placement tests are given in foreign language in order that students may take courses appropriate to their ability. A student who can pass the appropriate placement test, may take in the freshman year of the teachers college the most advanced courses in any foreign language given in the institution, regardless of how much work in foreign language he may have had in the secondary school. If he has had no foreign language in high school but by independent study or otherwise has acquired the requisite ability in any language, he may take advanced courses in the teachers college which correspond to his ability in the language which he desires to take.

b. Mathematics, 12 units.

There are probably students who have aptitudes along mathematical lines and who may profitably carry on further study of mathematics in college, even though they do not desire to select mathematics as a teaching subject. There are certain aspects of mathematics which have considerable value in interpreting the life of the world in which students

live and work. These aspects of mathematics may well be studied by those students who have special inclinations and interests in this direction.

This course normally consists of a year's work in general mathematics. The course offered for this purpose aims at a study of mathematics as a further basis for quantitative thinking and emphasizes those aspects of the subject which lead to a better understanding and interpretation of the world and of the activities of people. It is a year course and may not be taken by quarters. It deals with algebra, advanced geometry, trigonometry, analytic geometry and calculus.

C. PROFESSIONAL SCHOLARSHIP

GROUP VII. SUBJECT MATTER OF THE STUDENT'S TEACHING FIELDS, 96 units.

This requirement is intended to furnish students with a background for teaching in some unit of the public school system and includes a study of the appropriate subject matter of some recognized field of teaching. The teaching subjects have been referred to as furnishing the background for the culture materials of pupil education.

An appropriate background of scholarship and a suitable grasp of the materials of instruction are essential for any teacher regardless of the kind of school in which he may teach. Great emphasis is placed upon a study of the special curriculum materials of the subject or subjects which the student is preparing to teach. The term, curriculum materials, is defined as the direct, explicit and actual culture materials of pupil education. This conception of subject matter interprets it as the experiential material or the assimilative experience of pupil growth, development and learning. Subject matter is not conceived as a body of knowledge to be learned. It consists, rather, of all the experiences in which the pupil engages and which contribute to his development. This conception of subject matter, properly interpreted, gives it a large place in the curriculum for teacher preparation.

Naturally the requirements in subject matter vary in nature considerably in the several curricula, depending upon the work for which the teacher is to be prepared. A primary teacher, for example, needs a rather broad background in subject matter embracing a considerable number of subjects, while a high school teacher needs a more intensive preparation in two or three or perhaps four subjects. A teacher of shop work who teaches that subject only in both junior and senior high schools and perhaps in the upper elementary grades also, needs a wide range of shop courses to give him the necessary technical background for his teaching. The same idea applies to a teacher of physical education or home economics or music or art. In the several curricula the sequences of courses in subject matter which prospective teachers are required to study are related very carefully to the known needs of teachers entering the different fields of teaching.

Students under preparation to be high school teachers are required to select a) a first teaching field; and b) a second teaching field. In most cases some preparation in a third field is desirable and even some

study in a fourth subject is helpful, under the present instructional organization of secondary schools. In each teaching field the student must choose a coherent, planned sequence of courses designed especially to prepare him to teach in that field. He may prepare to teach in a part of the field if that seems advisable, but in any case, whatever the extent to which he desires to prepare himself to teach in any field, he must follow a sequence of courses laid out for that purpose. When his field has been elected, no further choice is permitted but a sequence of courses within that field is prescribed. Free electives have little place in his program.

Students in any of the curricula in agriculture, art, commerce, health and sports, home economics, industrial arts, music and speech ordinarily take a sequence of courses in the subject in question of such extent that they are able to do considerable study in one or more subjects outside of their special field. They may utilize the courses required in Contemporary Civilization, Natural Science, and English, amounting in all to 36 units, with additional work in one or more of these fields, to secure sufficient preparation to teach a second and, in some cases, a third subject.

Students who are preparing to be high school teachers should not specialize too intensively in one subject to the exclusion of other subjects. The inappropriateness of intensive specialization in one subject rather than in a teaching field, as a basis for the subject matter preparation of a high school teacher, is impressed upon students.

There are seventeen teaching fields, one of which must be chosen as the first teaching field in which the student will take a prescribed sequence of work. The teaching fields in the elementary school are non-departmentalized. In preparation for teaching general or special subjects in the junior or senior high school students must choose a departmental sequence. Except in preparation for teaching in the elementary school some work in a second and often in a third field, as described elsewhere, is chosen.

The subject matter fields are as follows:

I. Rural School Subjects (Non-departmentalized)
II. Kindergarten-Primary Subjects (Non-departmentalized)
III. Intermediate Grade Subjects (Non-departmentalized)
IV. Grammar Grade Subjects (Non-departmentalized)
V. English (literature and English expression)
VI. Foreign Language (Latin, German, French)
VII. Mathematics
VIII. Natural Science (biology, physics, chemistry, general science, geography)
IX. Social Science (history, economics, sociology, political science, geography)
X. Agriculture
XI. Art

XII. Commerce
XIII. Health and Sports
XIV. Home Economics
XV. Industrial Arts
XVI. Music
XVII. Speech

D. STUDENT LIFE AND ORIENTATION

GROUP VIII. STUDENT LIFE, RECREATION AND HEALTH AND ORIENTATION, 12 units.

The work in this field consists of a 2-unit course, with four or five unprepared, or three unprepared and one prepared, periods a week, continuing throughout the freshman and sophomore years. Four kinds of work are included in this group:

1. All freshmen and sophomores are required to participate in recreational activities and receive health instruction. Two hours a week of recreational activity throughout both the freshman and the sophomore years are required and students may participate in a wide range of games and sports and other recreational activities, to some degree choosing the kind of work in which they will participate. At least one hour a week is devoted to health instruction throughout the two years. In the sophomore year two hours a week are devoted to hygiene and health. It is believed that it is better for the student to come into contact with health instruction through a somewhat extended period of time, in which he attempts to build sound health for himself rather than to take a short course extending over a few months. This work is comprehended under the title, Recreation and Health.

The courses in recreational activities, games and sports and health are outlined as follows:

a. **Recreational Activities** (Two hours a week throughout the freshman year).

b. **Games and Sports** (Two hours a week throughout the sophomore year).

c. **Social and Personal Hygiene and Health,** (One hour a week throughout the freshman year and two hours a week during the sophomore year).

2. During the first quarter of the freshman year all students in the freshman class are required to participate in a group of activities and receive instruction, the purpose of which is orientation in college life. Part of this work occurs during "Freshman Days" and the rest of it is carried through the first quarter, one hour a week.

This work is comprehended under the topic, College Life and Its Opportunities, Customs and Requirements. The following titles represent the kinds of activities and the fields in which this instruction is given:

a. **College Opportunities, Requirements and Customs**

b. **Technique of Effective Study**

c. **Function and Use of the College Library**

d. **Conventions and Customs of Contemporary Social Life**

e. **Mental Hygiene and Social Adjustment**

3. It is deemed essential that near the beginning of their period of preparation all students shall have an overview of the educational system and may have an opportunity, based upon sound information as well as a tryout, to make a final selection of the teaching field which they will follow.

Previous to entrance and during freshman days each student has such guidance and advice as is possible and makes a tentative selection of a teaching field for which to prepare. Every freshman in all four-year curricula takes as a part of the requirements of the General Curriculum one general year course in the field which he has tentatively chosen for his first teaching field. By the end of the year he has had an opportunity to determine whether he will continue in that field. He has had time, during the freshman year, to learn its possibilities and to try himself out for a year in it. The members of the faculty have also become acquainted with him and, to some extent, they have learned to know his possibilities in that subject and his aptitude for it. On the basis of all of these facts, it is possible to make a final decision at the end of the freshman year, either to continue preparation for that teaching field or to select some other field. The University may decide that it is not best for the student to continue in that field. Ordinarily the introductory year's work which has been taken can be applied in some other curriculum as an elective so that the student suffers no loss of time.

The study of this subject is conducted under the general title, The School System and Teaching. The two courses which each student is required to take follow:

a. **The School System and Its Organization and Opportunities** (Two hours a week throughout the second quarter of the freshman year).

b. **Survey of Teaching and Final Selection of Teaching Field** (Two hours a week throughout the third quarter of the freshman year).

4. Each student is urged to participate in some allied activity each year to the extent of at least one hour each week and all students are encouraged to become competent in at least one activity. The available activities are: athletics; dramatics; debating; public speaking; music; journalism, including membership on the staff of the college newspaper or the college annual.

GROUP IX. FREE ELECTIVES

The requirements of one of the regular curricula in some division must be met. In some cases there will be a limited number of free electives. These electives must be chosen in consultation with the student's director. They may be selected for any one of several purposes, namely: to give a limited familiarity with one or more other fields in which the student is interested; to follow any subject further than is required by the curriculum which the student is pursuing; to remedy deficiencies or

omissions in the student's early education. In any case the choice must represent some definite plan.

GENERAL PROVISIONS RELATING TO THE CURRICULUM

The requirements of time and number of courses taken are wholly secondary as conceived in this outline of the General Curriculum. Graduation is not based upon the earning of a particular number of credits, but depends upon completion of a *prescribed program of work* intended to prepare the student for a definite objective, namely, a teaching position in the public schools of the state known to exist and having certain known requirements. Attainments expressed in terms of the abilities and qualities needed by the teacher are the basis for graduation and not the amount of time spent and the number of credits earned.

The tests by which it is determined whether or not the student is qualified for graduation are definite and demonstrable. Attainment in the form of a comprehensive grasp of the subjects prescribed, ability to use appropriate materials of instruction in effective teaching, ability effectively to organize pupil life and a high degree of competency in carrying on successfully the types of work for which a given curriculum is intended to prepare must be thoroughly demonstrated before graduation.

The time usually required to secure a diploma is two years and the period normally needed to earn a degree four years, but the time may be longer or shorter depending upon the student.

Great flexibility is a feature of the requirements, for students are allowed to select, under guidance, the fields of teaching for which they will prepare themselves and a great many different combinations of subjects are thus possible on account of the great variety of positions in the instructional organization of the public school system. After selection of the teaching objective is made election ceases.

The various divisional curricula are based upon the requirements of the General Curriculum. They represent the differentiated programs of work, each intended to prepare students for some specific field of service in teaching, to which reference has already been made.

Two-year differentiated programs are maintained for primary grade, intermediate grade, and rural school teachers. These curricula do not differ greatly but such modifications as appear are intended to adapt them to their specific objectives.

A single four-year curriculum is offered for elementary school teachers. Differentiation is brought about by grouping in separate classes, with differentiated content, students preparing to be primary teachers and those preparing to be intermediate grade teachers, thus making possible the differentiation of subject matter for the several groups.

Students who are preparing to teach in rural schools and who want to take more than two years of preparation are allowed to finish the four-year curriculum for elementary school teachers and to make necessary substitutions of courses designed to prepare them for the special type of schools in which they will teach. It is believed that teaching

in elementary rural schools is not different from teaching in other elementary schools, to a sufficient degree to justify an entirely separate and distinct curriculum to prepare teachers for that work. A four-year curriculum for rural school teachers with the necessary modifications, but following closely its four-year curriculum for elementary school teachers, is presented merely to show the nature of the changes which are made.

Thus, even though only one four-year curriculum for elementary school teachers is offered, differentiation toward teaching in different units or schools in the elementary school field is provided to equally as great a degree as in the two-year curricula.

A two-year curriculum for grammar grade teachers is maintained. A special four-year curriculum is also offered for grammar grade and junior high school teachers. The latter prepares for departmental teaching in upper grades and junior high schools, as well as for junior high school principalships.

PROVISIONS CONCERNING ELECTIVES

In the curricula which follow on succeeding pages, the "core" of all four-year curricula is the same. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group which, after being chosen, must be followed. Every student must take in some one elective group a minimum of 48 units and the choice of these units determines the curriculum in which the student is to be registered. For example, if the 48 units are in agriculture, the student is automatically registered in the division of agricultural education. If, on the other hand, he chooses his 48 units in art, he is then registered in the division of art education. This principle holds throughout all of the curricula.

RECURRING STATEMENT OF CURRICULUM POLICY

Throughout the foregoing pages the curriculum policy of the institution has been stated in different places. It is believed that these recurring statements in different situations serve to make clear the educational policy on which the institution is operated and the curriculum policy which governs the various curricula. A consistent principle runs throughout all of the curricula. This catalog is written for two classes of people: a) students who are interested in choosing an institution to attend and those who are already enrolled, who need this catalog for general reference throughout their stay in the institution, and who use it as a textbook in certain freshman orientation courses in which all freshmen are expected to gain an understanding of the provisions and purposes of the different curricula; b) principals and superintendents of schools who, for various reasons, may have a need to consult the catalog. The curriculum policy of the institution as a phase of the larger teacher education policy is of interest to those who have occasion to employ the product of the institution. The policies are explained in some detail for these purposes.

FURTHER EXPLANATION OF THE PLAN OF NUMBERING COURSES

The numbering of the courses on the following pages follows a consistent plan as explained at an earlier point in this catalog. Whenever any course is given two numbers, that course occurs in two different years. Some courses which are normally freshman courses are also given sophomore numbers for convenience in arranging curricula with a consistent plan of numbering. This is merely an administrative detail. Under the plan freshman courses to a limited extent may be taken in sophomore, junior and senior years. On the other hand no courses numbered 20i or above may ever be taken by freshmen and sophomores. Such courses are open only to juniors and seniors. They ordinarily involve prerequisite courses in the freshman and sophomore years. In all cases introductory comprehensive courses of the freshman year are prerequisite to the comprehensive courses of the sophomore year. In some cases a single freshman course is prerequisite to a single course in the sophomore year. In other cases it is prerequisite to two sophomore courses either one or both of which may be taken after the freshman course has been completed.

In most cases all courses open to juniors and seniors require two years of prerequisite work in the same field in the freshman and sophomore years. There are a few cases in which this requirement does not hold.

FINAL SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance. During Freshman Days they receive advice and are given guidance by their directors and other members of the faculty. Since the freshman work in all four-year curricula is identical for all students with the exception of one year sequence, a student may change his curriculum or his first teaching field at the end of the freshman year without loss of time. The single year's work taken in the first teaching subject in the freshman year may constitute a free elective. By careful planning students who change from one curriculum to another at the end of the freshman year are able to complete the requirements of any four-year curriculum in the remaining three years.

Since the time is so brief in the case of two-year curricula, it is impossible to change from one curriculum to another after the first quarter of the freshman year without loss of time.

CERTIFICATION IN RELATION TO OBJECTIVES OF CURRICULA

At the end of the freshman year in each curriculum a statement of the provisions of the Illinois certification law as applied to that curriculum is made. In some cases the certification requirements are broader than the objective of the curriculum. While teachers are legally qualified to teach in such broader fields, they are professionally qualified only in the fields for which the curriculum taken is designed to prepare them. Thus, for example, a teacher who is a graduate of the two-year curriculum for upper grade teachers is legally qualified under existing statutes to teach in all of the elementary grades. His preparation has qualified him professionally to teach only in the seventh and eighth grades. It is recommended to prospective employers that they engage for given positions graduates who have made specific preparation for such positions.

OUTLINES OF THE CURRICULA

DIVISION OF RURAL EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to Diploma and State Limited Elementary Certificate

FRESHMAN YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Rural School 1 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1A	4
Introduction to Art Quality 1	2
Social and Industrial Processes and Activities 1	4
Music Appreciation and Interpretation Through Song 2	2
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Rural School 2 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1B	4
Elementary Art Expression 2	2
Song Singing, Creative Music and Theory of Composition 4	2
American History and European Backgrounds 2	4
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Rural School 3 (with Directed Classroom Observation and Preliminary Teaching)	4
General Literature and English Expression 1C	4
General Biological and Physical Science 2 (Rural Viewpoint)	4
Elementary Mathematics 1	4
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited elementary school certificate which legally qualifies them to teach in all grades of the elementary school above the kindergarten. Such students, by completing one additional year of work in this curriculum, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life elementary school certificate a) by successfully passing an examination in English, educational psychology, sociology and the principles and methods of teaching and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 101A (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
GENERAL REGIONAL GEOGRAPHY 103	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101 (RURAL VIEWPOINT)	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 101B (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
SOCIAL AND ECONOMIC ORGANIZATION AND PROBLEMS 101 (WITH RURAL VIEWPOINT)	4
ENGLISH DISCOURSE STRUCTURE 103	4
ELEMENTARY AGRICULTURE 101	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE RURAL SCHOOL 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	12
	16

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes students teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

FOUR-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to the Degree of Ed. B. and State Limited Elementary School Certificate

FRESHMAN YEAR

First Quarter	Class Hours
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Introduction to Art Quality 1	2
Music Appreciation Through Song 1	2
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Exploration in Art Processes 3	2
Song Singing and Music Interpretation 3	2
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Expression in Art Elements 4	2
Song Singing, Creative Music and Theory of Composition 4	2
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited elementary school certificate and after four years of successful teaching experience, two of which must be in Illinois, may secure a state life elementary school certificate or a state limited supervisory certificate. The limited supervisory certificate may be exchanged for a life supervisory certificate upon the completion of four years of successful supervision and the completion of one year of work in a recognized higher institution of learning or a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching and school organization, administration and supervision and b) by preparing a thesis.

SOPHOMORE YEAR

First Quarter	Class Hours
Introduction to Learning and Teaching in the Rural School 101 (with Directed Observation and Preliminary Classroom Participation)	4
Social and Industrial Processes and Activities 106A	4
History of Civilization and Culture 107A	4
General Regional Geography 103	4
Student Life and Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Rural School 102 (with Directed Observation and Preliminary Classroom Participation)	4
Social and Industrial Processes and Activities 106B	4
History of Civilization and Culture 107B	4
Principles of Human Geography 104	4
Student Life and Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Rural School 103 (with Directed Observation and Preliminary Classroom Participation)	4
Social and Industrial Processes and Activities 106C	4
History of Civilization and Culture 107B	4
Geography of Industry and Commerce 105	4
Student Life and Recreation and Health, and Orientation E	2
	18

The work of the freshman year in this curriculum and a part of the work of the sophomore year is the same as that required of students in all other curricula. In the freshman year the two courses in art and music are teaching subjects. The other courses are primarily of the cultural background type. In the sophomore year the course dealing with social and industrial activities and that in geography belong to the teaching subjects. These courses for rural school teachers correspond to the subjects of the first and second teaching fields in other curricula. Their content is adapted to the needs of rural school teachers who will ordinarily teach all eight grades. Their content is also adapted somewhat in some cases to the rural environment and the rural viewpoint is stressed.

JUNIOR YEAR

FIRST QUARTER	UNIT VALUES
MENTAL AND SOCIAL DEVELOPMENT OF THE ELEMENTARY SCHOOL PUPIL 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201A	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201A (RURAL VIEWPOINT)	4
CHILDREN'S LITERATURE 201A	4
	16

SECOND QUARTER	
PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN THE RURAL SCHOOL 202 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201B	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201B (RURAL VIEWPOINT)	4
CHILDREN'S LITERATURE 201B	4
	16

THIRD QUARTER	
PRINCIPLES OF TEACHING, TESTING AND CLASSROOM ORGANIZATION IN THE RURAL SCHOOL 203 (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED TEACHING)	4
AMERICAN LIFE AND INSTITUTIONS 201C	4
STUDIES IN BIOLOGICAL AND PHYSICAL SCIENCE 201C (RURAL VIEWPOINT)	4
CHILDREN'S LITERATURE 201C	4
	16

The junior year of this curriculum is devoted entirely to the teaching subjects and to education. The courses in children's literature, science, and American life and institutions correspond to the subjects of the first and second teaching fields in other curricula. They are the background courses for the work in curriculum materials, study of which begins in the senior year. At the end of the junior year students in this curriculum have taken 72 units in courses of the teaching subjects type. The content of these courses is adapted to the needs of rural school teachers and in certain cases emphasizes the rural viewpoint. The organization of the subject matter of the several courses is adapted especially to the needs of teachers who are required to teach all eight grades. The work in observation and preliminary teaching is done in rural schools.

SENIOR YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 204A (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED PARTICIPATION AND TEACHING)	4
ENGLISH DISCOURSE STRUCTURE 204	4
SOCIAL AND ECONOMIC ORGANIZATION AND PROBLEMS 219 (RURAL VIEWPOINT)	4
MODERN RURAL, VILLAGE AND CONSOLIDATED SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
	16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 204B (WITH DIRECTED CLASSROOM OBSERVATION AND ADVANCED PARTICIPATION AND TEACHING)	4
ELEMENTARY AGRICULTURE 215	4
AMERICAN AND ENGLISH PROSE AND POETRY 212	4
SOCIAL PHILOSOPHY OF EDUCATION 207	4
	16

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE RURAL SCHOOL 204C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE RURAL SCHOOL 208 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	12
	16

At the beginning of the senior year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

DIVISION OF ELEMENTARY EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF KINDERGARTEN-PRIMARY GRADES

Leading to Diploma and State Limited Kindergarten-Primary Certificate

FRESHMAN YEAR

First Quarter	Unit Values
Introduction to Teaching in the Kindergarten-Primary Grades 1 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1A	4
Introduction to Art Quality 1	2
American Life and Institutions 3A	4
Music Appreciation Through Song 1	2
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Kindergarten-Primary Grades 2 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1B	4
Exploration in Art Processes 3	2
American Life and Institutions 3B	4
Song Singing and Music Interpretation 3	2
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Kindergarten-Primary Grades 3 (with Directed Classroom Observation and Preliminary Teaching)	4
General Literature and English Expression 1C	4
Social and Industrial Processes and Activities 1	4
General Biological and Physical Science 2	4
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited kindergarten-primary certificate which legally qualifies them to teach in the kindergarten and the first two grades of the elementary school. Such students, by completing one additional year of work in kindergarten-primary education, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life kindergarten-primary certificate a) by passing successfully an examination in English, educational psychology and the theory and practice of kindergarten-primary work and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE KINDERGARTEN-PRIMARY GRADES 101A (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
GENERAL REGIONAL GEOGRAPHY 103	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE KINDERGARTEN-PRIMARY GRADES 101B (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
PRINCIPLES OF HUMAN GEOGRAPHY 104	4
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 101	2
ELEMENTARY MATHEMATICS 102	4
EXPRESSION IN ART ELEMENTS 101	2
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE KINDERGARTEN-PRIMARY GRADES 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE KINDERGARTEN-PRIMARY GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	12
	16

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

TWO-YEAR CURRICULUM FOR TEACHERS OF INTERMEDIATE GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Intermediate Grades 1 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1A	4
Introduction to Art Quality 1	2
Social and Industrial Processes and Activities 1	4
Music Appreciation and Interpretation Through Song 2	2
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Intermediate Grades 2 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1B	4
Elementary Art Expression 2	2
Song Singing, Creative Music and Theory of Composition 4	2
American Life and Institutions 3A	4
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Intermediate Grades 3 (with Directed Classroom Observation and Preliminary Teaching)	4
General Literature and English Expression 1C	4
General Biological and Physical Science 2	4
American Life and Institutions 3B	4
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited elementary school certificate which legally qualifies them to teach in all grades of the elementary school above the kindergarten. Such students, by completing one additional year of work in this curriculum, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life elementary school certificate a) by successfully passing an examination in English, educational psychology, sociology and the principles and methods of teaching and b) preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE INTERMEDIATE GRADES 101A (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
GENERAL REGIONAL GEOGRAPHY 103	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE INTERMEDIATE GRADES 101B (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
ELEMENTARY MATHEMATICS 102	4
ENGLISH DISCOURSE STRUCTURE 103	4
PRINCIPLES OF HUMAN GEOGRAPHY 104	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE INTERMEDIATE GRADES 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE INTERMEDIATE GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	12
	16

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

FOUR-YEAR CURRICULUM FOR ELEMENTARY SCHOOL TEACHERS

Leading to the Degree of Ed. B. and State Limited Elementary School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Introduction to Art Quality 1	2
Music Appreciation Through Song 1	2
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Exploration in Art Processes 3	2
Song Singing and Music Interpretation 3	2
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Expression in Art Elements 4	2
Song Singing, Creative Music and Theory of Composition 4	2
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited elementary school certificate and, after four years of successful teaching experience, two of which must be in Illinois, they may secure a state life elementary school certificate or a state limited supervisory certificate. Students who specialize in kindergarten-primary work may also receive a state life kindergarten-primary certificate. The limited supervisory certificate may be exchanged for a life supervisory certificate upon the completion of four years of successful supervision and the completion of one year of work in a recognized higher institution of learning or a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching and school organization, administration and supervision and b) by preparing a thesis.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Elementary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
Social and Industrial Processes and Activities 106A	4
History of Civilization and Culture 107A	4
General Regional Geography 103	4
Student Life and Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Elementary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
Social and Industrial Processes and Activities 106B	4
History of Civilization and Culture 107B	4
Principles of Human Geography 104	4
Student Life and Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Elementary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
Elementary Mathematics 102	4
History of Civilization and Culture 107C	4
Geography of Industry and Commerce 105	4
Student Life and Recreation and Health, and Orientation F	2
	18

The work of the freshman year in this curriculum and a part of the work of the sophomore year is the same as that required of students in all other curricula. In the freshman year the two courses in art and music are teaching subjects. The other courses are primarily of the cultural background type. In the sophomore year the course dealing with social and industrial activities and that in geography belong to the teaching subjects. These courses for elementary school teachers correspond to the subjects of the first and second teaching fields in other curricula. Since students in this curriculum who are planning to be kindergarten primary teachers and those who are preparing to be intermediate grade teachers are taught in separate classes, the content of the different courses is adapted to the respective needs of these two groups of students.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Elementary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
American Life and Institutions 201A	4
Studies in Biological and Physical Science 201A	4
Children's Literature 201A	4
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in the Elementary School 202 (with Directed Classroom Observation and Preliminary Teaching)	4
American Life and Institutions 201B	4
Studies in Biological and Physical Science 201B	4
Children's Literature 201B	4
	16

Third Quarter	
Principles of Teaching, Testing and Class Organization in the Elementary School 203 (with Directed Classroom Observation and Advanced Teaching)	4
American Life and Institutions 201C	4
Studies in Biological and Physical Science 201C	4
Children's Literature 201C	4
	16

The junior year of this curriculum is devoted entirely to the teaching subjects and to education. The courses in children's literature, science, and American life and institutions correspond to the subjects of the first and second teaching fields in other curricula. They are the background courses for the work in curriculum materials, study of which begins in the senior year. At the end of the junior year students in this curriculum have taken 72 units in courses of the teaching subjects type. The content of these courses is adapted to the needs of elementary school teachers and emphasizes the elementary school viewpoint. There is a differentiation in the content of the courses for the students who are planning to be kindergarten-primary teachers and those who are preparing to be intermediate grade teachers.

SENIOR YEAR

First Quarter	Unit Values
Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in the Elementary School 204A (with Directed Classroom Observation and Advanced Participation and Teaching)	4
English Discourse Structure 204	4
International Relations 213	4
Modern Elementary Schools and their Program and Organization 205	4
	16

Second Quarter	
Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in the Elementary School 204B (with Directed Classroom Observation and Advanced Participation and Teaching)	4
Mental Tests and the Measurement of Special Abilities 206	4
English and American Prose and Poetry 212	4
Social Philosophy of Education 207	4
	16

Third Quarter	
Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in the Elementary School 204C (with Directed Observation)	4
Student Teaching 208 (with Directed Observation and Advanced Participation)	12
	16

At the beginning of the senior year the students taking this curriculum are divided into three sections known as Section A, Section B, and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

DIVISION OF JUNIOR HIGH SCHOOL EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF UPPER GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Upper Grades 1 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1A	4
Introduction to Art Quality 1	2
Music Appreciation and Interpretation Through Song 2	2
American History and World Backgrounds 4	4
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Upper Grades 2 (with Directed Observation and Preliminary Classroom Participation)	4
General Literature and English Expression 1B	4
Elementary Art Expression 2	2
Song Singing, Creative Music and Theory of Composition 4	2
Social and Industrial Processes and Activities 1	4
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Upper Grades 3 (with Directed Classroom Observation and Preliminary Teaching)	4
General Literature and English Expression 1C	4
General Biological and Physical Science 2	4
General Regional Geography 6	4
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited elementary school certificate which legally qualifies them to teach in all grades of the elementary school above the kindergarten. Such students, by completing one additional year of work in this curriculum, may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life elementary school certificate a) by passing successfully an examination in English, educational psychology, sociology and the principles and methods of teaching and b) by preparing a thesis.

SOPHOMORE YEAR

FIRST QUARTER

	Unit Values
CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE UPPER GRADES 101A (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY OR ADVANCED TEACHING)	4
ELEMENTARY MATHEMATICS 102	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER

CURRICULUM MATERIALS AND TECHNIQUE OF TEACHING AND TESTING IN THE UPPER GRADES 101B (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING OR ADVANCED PARTICIPATION AND TEACHING)	4
AMERICAN HISTORY AND WORLD BACKGROUNDS 102	4
ENGLISH DISCOURSE STRUCTURE 204	4
PRINCIPLES OF HUMAN GEOGRAPHY 104	4
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE UPPER GRADES 101C (WITH DIRECTED OBSERVATION)	4
STUDENT TEACHING IN THE UPPER GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	12
	16

At the beginning of the sophomore year the students taking this curriculum are divided into three sections known as Section A, Section B and Section C. Section A takes the work outlined for the third quarter during the first twelve weeks of the year and in the remaining two quarters takes the work of the first and second quarters in the order printed. Section B takes the work of the three quarters in this order: first, third, second. Section C takes the three quarters in order as printed. Thus one-third of the students registered in the curriculum takes student teaching each quarter. Students do not apply for student teaching; they are recommended for it by their director when they are deemed to be ready for it, and assigned to it by the dean of the training schools.

FOUR-YEAR CURRICULUM FOR UPPER GRADE AND JUNIOR HIGH SCHOOL TEACHERS AND PRINCIPALS

Leading to the Degree of Ed. B. and State Limited High School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
Elective	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
Elective	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
Elective	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive a state limited elementary certicate which legally qualifies them to teach in all grades of the elementary school and also a state limited high school certificate. Such students may secure a state life elementary school certificate or a state life high school certificate after four years of successful teaching experience, two of which are in Illinois, a) by successfully passing an examination in English, educational psychology, sociology and principles and methods of teaching and b) by preparing a thesis. A state life elementary school certificate or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree.

SOPHOMORE YEAR

FIRST QUARTER

	Unit Values
INTRODUCTION TO LEARNING AND TEACHING IN THE JUNIOR HIGH SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE JUNIOR HIGH SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE JUNIOR HIGH SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION F	2
	18

Freshmen and sophomores in this curriculum are required to select their electives from a group of courses indicated on a later page. They tentatively choose a first teaching subject in the freshman year and take the introductory course in that subject. If the choice of a first teaching field proves to be final at the end of the year, they continue in the sophomore year with the second course in the sequence. The programs of courses printed at a later point show what these courses are. Students in this curriculum study more subjects than in the four-year curriculum for high school teachers and study each one a little less intensively. Ordinarily, sophomores begin the second teaching subject, which must be in one of the regular fields prescribed for this curriculum. At least one year of work in each of the four fields and a year's work in art and in drawing are desirable.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Junior High School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in the Junior High School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in the Junior High School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ELECTIVES	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
ELECTIVES	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207	4
MODERN JUNIOR HIGH SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
ELECTIVES	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

DIVISION OF JUNIOR HIGH SCHOOL EDUCATION

Each student in the four-year curriculum for junior high school teachers and principals selects two elective teaching fields for specialization, chosen from the following:

a. English
b. Social Science
c. Natural Science
d. Mathematics

This requirement is designed to prepare students for departmental teaching in the upper grades and in junior high schools. An approved sequence of courses suitable for this purpose is taken. All of the courses which the student takes are intended to furnish the basis for selecting and arranging suitable content for the materials of instruction in the junior high school. Each student takes a minimum of 36 units in each of the two teaching fields chosen for specialization and he should also take 24 units in one additional field. It is very desirable that students in this curriculum should take a year of music and a year of art.

Each student includes in his program at least two of the following courses which must be the courses which correspond to the two main teaching fields chosen for specialization:

a. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in English in the Junior High School, 4 units
b. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Social Science in the Junior High School, 4 units
c. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Natural Science in the Junior High School, 4 units
d. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Mathematics in the Junior High School, 4 units

In the two-year curriculum for upper grade teachers the student teaching requirement includes continuous all-day non-departmental teaching and participation for one quarter, in the upper grades, with the additional participation of different kinds, required in the other quarters. The student teaching in the two-year curriculum occurs in the second year, for the reason that a diploma is granted at the end of the sophomore year.

The two-year curriculum for upper grade teachers is intended primarily for students who desire to do non-departmental teaching in the upper grades and who wish to begin teaching at the end of two years of study. The four-year curriculum for junior high school teachers and principals is intended to prepare students to teach in one or two special fields in junior high schools. Such students are, of course, especially well qualified to teach departmental work in the upper grades in school systems which do not have the junior high school organization. All teachers who intend to teach either in the upper grades or in the junior high school are urged to complete a four-year curriculum before accepting a position to teach.

DIVISION OF SECONDARY EDUCATION

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS AND PRINCIPALS

Leading to the Degree of Ed. B. and State Limited Secondary School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
Student Life, Recreation and Health, and Orientation A	2
Elective	4
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
Student Life, Recreation and Health, and Orientation B	2
Elective	4
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
Student Life, Recreation and Health, and Orientation C	2
Elective	4
	19

Students who complete this curriculum receive a state limited high school certificate. Such students may secure a state life high school certificate after four years of successful teaching experience, two of which are in Illinois, a) by successfully passing an examination in English, educational psychology, sociology and principles and methods of teaching and b) by preparing a thesis. A state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Student Life, Recreation and Health, and Orientation D	2
Electives	8
	18

Second Quarter	
Psychology of Learning and Teaching in the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Student Life, Recreation and Health, and Orientation E	2
Electives	8
	18

Third Quarter	
General Theory and Principles of Teaching in the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Student Life, Recreation and Health, and Orientation F	2
Electives	8
	18

Freshmen and sophomores in this curriculum are required to select their electives from a group of courses indicated on another page. They tentatively choose a first teaching subject in the freshman year and take the introductory course in that subject. If the choice of a first teaching field proves to be final at the end of the year, they continue in the sophomore year with the second course in the sequence. The programs of courses printed at a later point show what these courses are. Sophomores also begin the study of the second teaching subject. This may be in one of the regular fields in this curriculum or it may be in one of the special subjects. Sophomores who plan to take an extended program in their first teaching subject ordinarily take two comprehensive courses in their chosen field in the sophomore year.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives	12
	16

Third Quarter	
Principles of Teaching, Testing and Class Management in the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is one of the prerequisites for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite to admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

First Quarter

	Unit Values
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204A (with Directed Observation)	4
Electives	8
Student Teaching 209A (with Directed Observation and Advanced Participation)	4
	16

Second Quarter

Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204A (with Directed Observation)	4
Electives	8
Student Teaching 209B (with Directed Observation and Advanced Participation)	4
	16

Third Quarter

Social Philosophy of Education 207	4
Modern Secondary Schools and Their Program and Organization 205 (with Directed Observation and Advanced Participation)	4
Electives	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

DIVISION OF SECONDARY EDUCATION

Students in the division of secondary education must select their electives in the four-year curriculum for high school teachers and principals in accordance with a definite plan. The term "electives" means merely that students may select the field of their first teaching subject and that of their second teaching subject. When this choice has been made, no further election is possible. It is the purpose here to state the conditions under which the first and the second teaching fields must be chosen and to indicate the extent of those fields.

REQUIRED STUDIES OF THE FRESHMAN AND SOPHOMORE YEARS

In the freshman year students devote the most of their time to the subjects prescribed in the General Curriculum for all teachers. In the freshman year, however, each student begins the study of his teaching subjects by taking one year course and in the sophomore year he continues his teaching subjects in two courses. Ordinarily, each student begins the study of his first teaching field in the freshman year and his second teaching field in the sophomore year, continuing in that same year the study of his first teaching field. Freshman programs should always include General Literature and English Expression; Contemporary Civilization; Natural Science in Modern Life; Student Life, Recreation and Health, and Orientation, as well as the introductory course in the first teaching subject.

The following is the actual program taken by all students in the freshman year, which consists of 51 units in addition to student life, to which four hours a week are devoted with no outside preparation:

1. General Literature and English Expression, 12 units
2. Contemporary Civilization, 12 units
3. Natural Science in Modern Life, 12 units
4. Student Life, Recreation and Health, and Orientation, 6 units
5. Meanings and Appreciations in the Fine Arts, 3 units
6. Elective (First teaching subject), 12 units

Each sophomore program includes 51 units in addition to student life, consists of the following courses and involves choice of the second teaching subject:

1. a. Introduction to Learning and Teaching, 4 units
   b. Psychology of Learning and Teaching, 4 units
   c. General Theory and Principles of Teaching, 4 units
2. History of Civilization and Culture, 12 units
3. Student Life, Recreation and Health, and Orientation, 6 units
4. Elective (First teaching subject, continued) 12 units
5. Elective (Second teaching subject, begun) 12 units

FIRST AND SECOND TEACHING SUBJECTS

Each student must select a first teaching field and a second teaching field, and in each take a sequence of courses which prepares him to teach

in that field. The particular courses are prescribed. The courses which he is required to take represent the minimum. The director of the division is at liberty to prescribe additional courses provided the original required sequence does not result in the learnings and the mastery of the field contemplated by the courses taken.

In the division of secondary education, there are five teaching fields as follows:

1. English (literature and English expression)
2. Foreign Language (French, German, Latin)
3. Mathematics
4. Natural Science (biology, physics, chemistry, general science, geography)
5. Social Science (economics, geography, history, political science, sociology)

Electives in the freshman and sophomore years consist of elective groups in which the courses are prescribed. After choosing the elective group no other election is possible. Freshmen in this curriculum must elect one of the following year sequences:

1. Geography (General Regional Geography, Principles of Human Geography, and Geography of Industry and Commerce), 12 units
2. General Earth Science, 12 units
3. General Mathematics, 12 units
4. Foreign Language (French, German or Latin), 12 units

Students who choose natural science for their first teaching subject take General Biological Science in place of Natural Science in Modern Life and in some cases they also take General Earth Science.

Students who plan to emphasize biological science should take General Earth Science in the freshman year while those who plan to devote special attention to physical science should take General Mathematics in the freshman year.

Freshmen who take English or social science as their first teaching subject take Geography (General Regional Geography, Principles of Human Geography, and Geography of Industry and Commerce), or General Mathematics, or French or German or Latin for their elective.

Students who plan to take English as their first teaching subject should begin their second teaching subject in the freshman year parallel with the beginning course in English. Those who choose social science as a first teaching subject should take geography in the freshman year together with the first year course in social science in case they plan to take the complete program in social science. Otherwise they should begin their second teaching subject in the freshman year.

In the sophomore year students must take a second year's work in the field elected in the freshman year. For this purpose they take one of the following year sequences:

1. World Literature, 12 units
2. General Earth Science, 12 units (If General Regional Geography, Principles of Human Geography and Geography of Industry and Commerce were taken in the freshman year)

3. Mathematical Analysis, 12 units
4. General Physical Science, 12 units
5. Foreign Language (The language begun in the freshman year), 12 units

Students who are permitted to study one field intensively, in a few cases take a second comprehensive course in the sophomore year. In most cases, however, in this curriculum one introductory comprehensive course is taken in the freshman year and one comprehensive course in the sophomore year. Below are listed the second courses available in the sophomore year which may be taken parallel with another similar comprehensive course. Usually the two courses, growing out of the first course in the subject in the freshman year, introduce two different phases of the subject in the sophomore year. These are the courses:

1. Plants and Their Evolution and Development, 12 units
2. Animals and Their Evolution and Development, 12 units
3. Political Science (Public Finance and Taxation; Municipal Organization and Problems; and American and Foreign Government and Politics and the Principles of Government) 12 units
4. Economics (Modern Economic Society, Economic Institutions and Organization, Advanced Theory and Principles of Economics) 12 units

In the sophomore year students ordinarily begin the study of the second teaching subject, which may be one of the beginning courses offered in the freshman year, not already taken, or one of the following courses:

1. General Agriculture, 12 units
2. Art (Art Quality and Appreciation; Color, Design and Drawing; Industrial and Craft Processes), 12 units
3. Business Organization and Experience, 12 units
4. Elementary Developmental Activities and Health, 12 units
5. General Home Economics, 12 units
6. General Shop Work, 12 units
7. Introduction to Music, 12 units
8. Introduction to Speech, 12 units

It is possible to select one of the special subjects as the second teaching subject and, in this curriculum, to take not more than 36 units in that subject. Ordinarily students must take the introductory comprehensive courses in the subject chosen.

The first teaching field must be chosen from one of the foregoing subjects but the second teaching field may be in any one of the following subjects:

1. Agriculture
2. Art
3. Commerce
4. Health and Sports
5. Home Economics
6. Industrial Arts
7. Music
8. Speech

The choice of the second teaching subject and the courses to be taken in that field must be approved by the director of the division.

Each student must complete a minimum amount of work in his first teaching field and in his second teaching field. These minimum requirements are as follows:

a. In the first teaching field not less than 48 units.

b. In the second teaching field not less than 36 units.

While the foregoing statement refers to the minimum requirements, it expresses in general what most students take. It is possible, however, for some students, under the guidance of the director of the division, to elect the entire 96 units, within a single teaching field. In other cases a student may take 48 units in both the first teaching field and the second teaching field. In a few cases it may be advisable to take 60 units in one teaching field and 36 units in another. The demands for teachers make it advisable for some students to take 48 units in one field and 24 units in each of two other teaching fields. Students are given careful guidance by their directors in terms of the teaching combinations found in the high schools of the state.

The studies of the General Curriculum are counted toward the required amount of work in the first teaching field and the second teaching field, so that a student who chooses English, natural science, or social science, is able to devote more than 96 units to his teaching subjects, thus making it possible to add a third teaching subject or to devote additional time to those already chosen. Most students are urged to secure some work in a third, and, if possible, a fourth, teaching subject.

COURSES IN THE TEACHING OF THE FIRST AND SECOND SUBJECTS

In addition to the courses required in the first and the second teaching field, each student must take, in each field, a course dealing with curriculum materials, classroom organization, and technique of teaching and testing. This course accompanies the twelve weeks of student teaching in each subject and the two require a half day of work daily in the training school throughout a quarter. Students usually teach two classes a day and devote considerable time to observation of other classes and to participation in the general administration of the high school in order to get a well-rounded experience in keeping with the usual responsibilities of the teacher.

Each student is required, therefore, to elect from the five courses listed below, each of which continues through a quarter, four periods a week, the two courses which correspond to his first and second teaching fields. Each of these courses is taught by the same person who has charge of the supervision of the student in his student teaching. The five courses follow:

a. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in English (with Directed Observation), 4 units

b. Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in Foreign Language (with Directed Observation), 4 units

c. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in Mathematics (with Directed Observation), 4 units

d. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in Natural Science (with Directed Observation), 4 units

e. Curriculum Materials, Classroom Organization, and Technique of Teaching and Testing in Social Science (with Directed Observation), 4 units

For students who take 96 units in a single field, the one of the foregoing courses corresponding to that field is continued through two quarters and the second quarter is devoted to advanced problems in the teaching of the subject.

These courses are also taught by the supervisor of student teaching under whom the student does his teaching. The courses are as follows:

a. Advanced Problems in Teaching High School English, 4 units

b. Advanced Problems in Teaching High School Foreign Language, 4 units (A separate course for each language)

c. Advanced Problems in Teaching High School Mathematics, 4 units

d. Advanced Problems in Teaching High School Natural Science, 4 units

e. Advanced Problems in Teaching High School Social Science, 4 units

STUDENT TEACHING REQUIREMENT

The student teaching requirement contemplates a minimum which every student ordinarily takes. More student teaching is required of all students who do not reach a specified standard by the end of the regular period of teaching. The minimum requirement is as follows:

a. Twelve weeks of daily teaching in the first teaching subject.

b. Twelve weeks of daily teaching in the second teaching subject.

DIVISION OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

FOUR-YEAR CURRICULUM FOR PRINCIPALS AND SUPERVISORS OF ELEMENTARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Elementary School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Introduction to Art Quality 1	2
Music Appreciation Through Song 1	2
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Exploration in Art Processes 3	2
Song Singing and Music Interpretation 3	2
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Expression in Art Elements 4	2
Song Singing, Creative Music and Theory of Composition 4	2
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited elementary school certificate and after four years of successful teaching experience, two of which must be in Illinois, may secure a state life elementary school certificate or a state limited supervisory certificate. The limited supervisory certificate may be exchanged for a life supervisory certificate upon the completion of four years of successful supervision and the completion of one year of work in a recognized higher institution of learning or a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching and school organization, administration and supervision and b) by preparing a thesis.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Elementary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
General Regional Geography 103	4
Social and Industrial Processes and Activities 106A	4
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Elementary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Principles of Human Geography 104	4
Social and Industrial Processes and Activities 106B	4
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Elementary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Geography of Industry and Commerce 105	4
Elementary Mathematics 102	4
Student Life, Recreation and Health, and Orientation F	2
	18

The freshman and sophomore years of this curriculum are identical with the corresponding years of the four-year curriculum for elementary school teachers. Only students who make a satisfactory record in this curriculum are allowed to continue in it beyond the sophomore year. At the beginning of the junior year those who do not have a distinctly superior record are transferred to the four-year curriculum for elementary school teachers. The number admitted into the junior year is limited. Each student who desires to enter the junior year of this curriculum meets a committee of the faculty at the end of the sophomore year, for a conference concerning his plans. The committee consists of the director of the division, the director of the division of elementary education, the dean of the teachers college, the dean of the training schools, and the president. The requirements of an elementary supervisor are discussed in detail at this time with candidates and students are urged to appraise themselves in relation to the requirements of such positions.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
American Life and Institutions 201A	4
Studies in Biological and Physical Science 201A	4
Children's Literature 201A	4
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in the Elementary School 202 (with Advanced Participation and Preliminary Teaching)	4
American Life and Institutions 201B	4
Studies in Biological and Physical Science 201B	4
Children's Literature 201B	4
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in the Elementary School 203 (with Advanced Participation and Preliminary Teaching)	4
American Life and Institutions 201C	4
Studies in Biological and Physical Science 201C	4
Children's Literature 201C	4
	16

At the end of the junior year in this curriculum students have had three years of preparation identical with that required in the four-year curriculum for elementary school teachers. Those who have been allowed to continue through the junior year presumably have been able to go ahead more rapidly in preliminary forms of participation so that by the end of the junior year they have done a good deal of responsible student teaching and have demonstrated superior ability as teachers. Their program is so planned during the junior year that they are given opportunities to participate in the work of the training school to an unusual degree. They are assigned as helpers to students who are having difficulty with preliminary teaching and they are judged by their ability to be self-directing in solving teaching-problems. They act as special assistants to supervising teachers and are given responsibility in such situations commensurate with their growing abilities.

SENIOR YEAR

First Quarter	Unit Values
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the Elementary School 204A (with Directed Observation)	4
Student Teaching 208 (with Directed Observation and Advanced Participation)	12
	16

Second Quarter	
Modern Elementary Schools and Their Program and Organization 205 (with Directed Observation and Advanced Participation)	4
English Discourse Structure 204	4
Advanced Theory of Instruction 210	4
Mental Tests and the Measurement of Special Abilities 206 (with Participation in Testing and Measurement Programs)	4
	16

Third Quarter	
Social Philosophy of Education 207	4
Supervision and Improvement of Teaching in the Elementary School 213 (with Advanced Participation in Supervision)	4
Advanced Problems in Elementary Education 214	4
The American Educational System and Its Problems 215	4
	16

Students who, at the end of the first quarter of the senior year, are not given final admission to the curriculum, if their records are sufficiently satisfactory may transfer to the four-year curriculum for elementary school teachers without loss of credit. They may secure a degree in that curriculum at the end of the year and thus qualify for teaching.

Students who have had considerable experience in teaching are urged to continue their studies on the graduate level at some other institution to secure a higher degree before entering upon the work of supervision.

The senior year of this curriculum is devoted entirely to professional work including student teaching and the courses are organized for the purpose of giving preliminary preparation for supervision and administration.

FOUR-YEAR CURRICULUM FOR PRINCIPALS AND SUPERINTENDENTS OF SCHOOLS

Leading to the Degree of Ed. B. and State Limited Secondary School Certificate

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
Elective	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
Elective	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 1C	4
Meanings and Appreciations in the Fine Arts 1C	1
Elective	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive either a state limited elementary certificate or a state limited high school certificate which legally qualifies them either to teach in the elementary school or in the secondary school. Such students may secure, after four years of successful experience in supervision, two of which must be in Illinois, a state life supervisory certificate a) by successfully passing an examination in English, educational psychology, sociology, the principles and methods of teaching, and school organization, administration and supervision and b) by preparing a thesis. A state life elementary school certificate or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree.

SOPHOMORE YEAR

FIRST QUARTER	UNIT VALUES
INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
ELECTIVES	8
STUDENT LIFE AND RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER	
PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER	
GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY OR THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
ELECTIVES	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION F	2
	18

The freshman and sophomore years of this curriculum are identical with the corresponding years of curricula for elementary or secondary school teachers. Only students who make a satisfactory record in this curriculum are allowed to continue in it beyond the sophomore year. At the beginning of the junior year those who do not have a distinctly superior record are transferred to the corresponding year of a four-year curriculum for teachers. The number admitted into the junior year is limited. Each student who desires to enter the junior year of this curriculum meets a committee of the faculty at the end of the sophomore year, for a conference concerning his plans. The committee consists of the director of the division, the director of the division of previous registration, the dean of the teachers college, the dean of the training schools, and the president. The qualifications of a superintendent of schools are discussed in detail at this time with candidates and students are urged to appraise themselves in relation to the requirements of such positions.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Elementary or the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in the Elementary or the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in the Elementary or the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives	12
	16

At the end of the junior year in this curriculum students have had three years of preparation identical with that required in the four-year curriculum for elementary school teachers. Those who have been allowed to continue through the junior year presumably have been able to go ahead more rapidly in preliminary forms of participation so that by the end of the junior year they have done a good deal of responsible student teaching and have demonstrated superior ability as teachers. Their program is so planned during the junior year that they are given opportunities to participate in the work of the training school to an unusual degree. They are assigned as helpers to students who are having difficulty with preliminary teaching and they are judged by their ability to be self-directing in solving teaching-problems. They act as special assistants to supervising teachers and are given responsibility in such situations commensurate with their growing abilities.

At the end of the junior year, students may gain provisional admission to the senior year. Students who are not admitted to the senior year of this curriculum, if their records are sufficiently satisfactory may continue in the four-year curriculum for elementary school teachers or the four-year curriculum for secondary school teachers and receive a degree at the end of the senior year.

SENIOR YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
MODERN ELEMENTARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
STUDENT TEACHING 208 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	8
	16

SECOND QUARTER

ADVANCED THEORY OF INSTRUCTION 210	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205	4
MENTAL TESTS AND THE MEASUREMENT OF SPECIAL ABILITIES 206 (WITH PARTICIPATION IN TESTING AND MEASUREMENT PROGRAMS)	4
GENERAL SCHOOL ADMINISTRATION 211 (WITH PARTICIPATION IN ADMINISTRATION)	4
	16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207	4
SUPERVISION AND IMPROVEMENT OF TEACHING IN THE ELEMENTARY SCHOOL 213 (WITH ADVANCED PARTICIPATION IN SUPERVISION)	4
ADVANCED PROBLEMS IN SCHOOL ADMINISTRATION 212 (WITH ADVANCED PARTICIPATION IN ADMINISTRATION)	4
THE AMERICAN EDUCATIONAL SYSTEM AND ITS PROBLEMS 215	4
	16

Students who, at the end of the first quarter of the senior year, are not given final admission to the curriculum, if their records are sufficiently satisfactory may transfer to the four-year curriculum for elementary school teachers without loss of credit. They may secure a degree in that curriculum at the end of the year and thus qualify for teaching.

Students who have had considerable experience in teaching are urged to continue their studies on the graduate level at some other institution to secure a higher degree before entering upon the work of supervision.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

DIVISION OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

The two curricula in this division offer opportunities for a few selected students to secure some preparation for supervisory and administrative positions. These curricula are designed to provide the preliminary preparation for this work. It is recognized that further preparation is necessary for the complete equipment of a supervisor or an administrator. Students who contemplate graduate work in these fields may well take one or the other of these curricula in their undergraduate preparation. Only those students who have demonstrated superiority in teaching and who give promise of supervisory and administrative ability are admitted to these curricula.

REQUIREMENTS FOR PRINCIPALS AND SUPERVISORS

The first three years of the four-year curriculum for principals and supervisors of elementary schools are identical with the corresponding years of the four-year curriculum for elementary school teachers. At the beginning of the fourth year a limited number of carefully selected students may tentatively enter upon a modified fourth year as outlined for the senior year of the four-year curriculum for principals and supervisors of elementary schools. Students are admitted provisionally to the senior year of this curriculum and devote the first quarter to student teaching. If sufficient superiority is demonstrated in this teaching, final admission to the curriculum may be granted at the end of the first quarter, whereupon the student may continue in the next two quarters with a preliminary study of supervision and take some work in administration.

REQUIREMENTS FOR PRINCIPALS AND SUPERINTENDENTS

The four-year curriculum for principals and superintendents of schools follows the same general plan as that explained for the four-year curriculum for principals and supervisors of elementary schools. In the first three years students may take their subject matter courses either from the four-year curriculum for elementary school teachers or follow the four-year curriculum for secondary school teachers. In the latter case they must select a first subject and a second subject, taking 48 units in the first subject and 24 units in the second subject.

The term "Electives" in this curriculum means only that the student may choose the fields in which he will take his first and second teaching subjects, and the third subject, if one is chosen.

In this curriculum students who desire to take preliminary courses in supervision and administration are chosen in the same manner as in the four-year curriculum for principals and supervisors of elementary schools.

In general, in both of these curricula, only students of considerable maturity and some experience are considered for this preparation. Students who have previously graduated from a two-year curriculum and have had five or ten years of experience in which they have risen to principalships are preferred candidates for admission to both of these curricula.

DIVISION OF AGRICULTURAL EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS OF AGRICULTURE IN SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate in Agriculture

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
General Agriculture 1A	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
General Agriculture 1B	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
General Agriculture 1C	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive a state limited special certificate in agriculture and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in agriculture and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in agriculture or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in agriculture is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter

	Unit Values
Introduction to Learning and Teaching in the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Agriculture, or Agriculture and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter

Psychology of Learning and Teaching in the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Electives (Agriculture, or Agriculture and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter

General Theory and Principles of Teaching in the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Agriculture, or Agriculture and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of courses. The courses open to freshmen and sophomores are as follows: a) General Agriculture, 12 units; b) Types and Breeds of Farm Animals, Feeds for Farm Animals, Management and Marketing of Farm Animals, 12 units; c) Grain and Forage Crops, Soil Physics, Orchard Crops, 12 units.

Students who take less than the complete program in agriculture may omit one of the foregoing year-sequences in the sophomore year and at that time begin the study of the second teaching subject.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives (Agriculture, or Agriculture and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Agriculture in the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Agriculture, or Agriculture and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Agriculture in the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Agriculture, or Agriculture and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ELECTIVES (AGRICULTURE, OR AGRICULTURE AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
ELECTIVES (AGRICULTURE, OR AGRICULTURE AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
ELECTIVES (AGRICULTURE, OR AGRICULTURE AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in agriculture takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching Agriculture.

DIVISION OF ART EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS OF ART IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate in Art

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Art Quality and Appreciation 5	4
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Design, Color and Drawing 6	4
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Industrial and Craft Processes 7	4
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited special certificate in art and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in art and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in art or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in art is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Elementary and the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Art or Art and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Elementary and the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Electives (Art or Art and Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Elementary and the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Art or Art and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) Art Quality and Appreciation; Design, Color and Drawing; Industrial and Craft Processes, 12 units; b) Elementary Composition and Representation; Figure Study in Graphic and Plastic Mediums; Lettering: Origins, Forms, Arrangement and Appreciation, 12 units; c) Elementary Design, Design in Craft Media, Woodwork and Weaving, 12 units.

Students who take less than the complete program in art may omit one of the sophomore courses and begin in its place the study of the second teaching subject.

In order to be admitted to the junior year in this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Elementary and the Secondary School Pupil 201 (with Directed Classroom Participation and Preliminary Teaching)	4
Electives (Art or Art and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Art in the Elementary and the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Art or Art and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Art in the Elementary and the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Art or Art and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

First Quarter	Unit Values
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or the Second Teaching Field 204A (with Directed Observation)	4
Electives (Art or Art and the Second and Third Teaching Subjects)	8
Student Teaching 209A (with Directed Observation and Advanced Participation)	4
	16

Second Quarter	
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204B (with Directed Observation)	4
Electives (Art or Art and the Second and Third Teaching Subjects)	8
Student Teaching 209B (with Directed Observation and Advanced Participation)	4
	16

Third Quarter	
Social Philosophy of Education 207	4
Modern Elementary and Secondary Schools and Their Program and Organization 205 (with Directed Observation and Advanced Participation)	4
Electives (Art or Art and the Second and Third Teaching Subjects)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in art takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title Advanced Problems in Teaching and Supervising Art.

DIVISION OF COMMERCE EDUCATION

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS OF COMMERCE

Leading to the Degree of Ed. B. and State Limited Special Certificate in Commerce

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
Business Organization and Experience 1A	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
Business Organization and Experience 1B	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
Business Organization and Experience 1C	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive a state limited special certificate in commerce and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in commercial subjects and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in commerce or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in commerce is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Commerce or Commerce and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Electives (Commerce or Commerce and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Commerce or Commerce and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) Business Organization and Experience, 12 units; b) Elementary Accounting, 12 units; c) Shorthand and Typewriting, 12 units.

Students who take less than the complete program in commerce may omit one of the sophomore courses and begin in its place the study of the second teaching subject. Students pursuing the accounting sequence take Elementary Accounting and students who choose the secretarial sequence take Shorthand and Typewriting.

In order to be admitted to the junior year in this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives (Commerce or Commerce and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Commerce in the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Commerce or Commerce and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Commerce in the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Commerce or Commerce and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ELECTIVES (COMMERCE OR COMMERCE AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
ELECTIVES (COMMERCE OR COMMERCE AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
ELECTIVES (COMMERCE OR COMMERCE AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in commerce takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching Commerce.

DIVISION OF HEALTH AND SPORTS EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS OF HEALTH AND SPORTS EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate in Health and Sports

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
Elementary Developmental Activities and Health 3A	4
Student Life and Orientation A	1
	18

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
Elementary Developmental Activities and Health 3B	4
Student Life and Orientation B	1
	18

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
Elementary Developmental Activities and Health 3C	4
Student Life and Orientation C	1
	18

Students who complete this curriculum receive a state limited special certificate in physical education and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in physical education and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in physical education or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in physical education is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Elementary and the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Health and Sports or Health and Sports and the Second Teaching Subject)	8
Student Life and Orientation D	1
	17

Second Quarter	
Psychology of Learning and Teaching in the Elementary and the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History and Civilization and Culture 107B	4
Electives (Health and Sports or Health and Sports and the Second Teaching Subject)	8
Student Life and Orientation E	1
	17

Third Quarter	
General Theory and Principles of Teaching in the Elementary and the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Health and Sports or Health and Sports and the Second Teaching Subject)	8
Student Life and Orientation F	1
	17

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) Elementary Developmental Activities and Health, 12 units; b) Advanced Developmental Activities and Health, 12 units; c) Anatomy and Physiology, 12 units.

Students who take less than the complete program in health and sports may omit the course entitled Anatomy and Physiology. The other two courses are prescribed for all students who do any work in this division. The titles of the courses for men and women are identical in most cases, but men and women meet in separate classes.

In order to be admitted to the junior year in this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

A few courses are open only to women and a few only to men.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Elementary and the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives (Health and Sports or Health and Sports and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Health and Sports in the Elementary and the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Health and Sports or Health and Sports and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Health and Sports in the Elementary and the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Health and Sports or Health and Sports and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

First Quarter	Unit Values
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204A (with Directed Observation)	4
Electives (Health and Sports or Health and Sports and the Second and Third Teaching Subjects)	8
Student Teaching 209A (with Directed Observation and Advanced Participation)	4
	16

Second Quarter	
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204B (with Directed Observation)	4
Electives (Health and Sports or Health and Sports and the Second and Third Teaching Subjects)	8
Student Teaching 209B (with Directed Observation and Advanced Participation)	4
	16

Third Quarter	
Social Philosophy of Education 207	4
Modern Elementary and Secondary Schools and Their Program and Organization 205 (with Directed Observation and Advanced Participation)	4
Electives (Health and Sports or Health and Sports and the Second and Third Teaching Subjects)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in health and sports takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching and Supervising Health and Sports.

DIVISION OF HOME ECONOMICS EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS OF HOME ECONOMICS IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate in Home Economics

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
General Home Economics 1A	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
General Home Economics 1B	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
General Home Economics 1C	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive a state limited special certificate in home economics and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in home economics and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in home economics or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in home economics is granted to students who take four additional units in education.

SOPHOMORE YEAR

FIRST QUARTER

	UNIT VALUES
INTRODUCTION TO LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 101 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107A	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND TEACHING SUBJECT)	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION D	2
	18

SECOND QUARTER

PSYCHOLOGY OF LEARNING AND TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 102 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107B	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND TEACHING SUBJECT)	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION E	2
	18

THIRD QUARTER

GENERAL THEORY AND PRINCIPLES OF TEACHING IN THE ELEMENTARY AND THE SECONDARY SCHOOL 103 (WITH DIRECTED OBSERVATION AND PRELIMINARY CLASSROOM PARTICIPATION)	4
HISTORY OF CIVILIZATION AND CULTURE 107C	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND TEACHING SUBJECT)	8
STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) General Home Economics, 12 units; b) Costume Design and Construction, Clothing Selection and Construction, Clothing Construction and Appreciation, 12 units; c) Household Biology; Household Bacteriology; Physiology, Hygiene and the Principles of Health and Sanitation, 12 units.

Students who take less than the complete program in home economics may omit the second sophomore sequence and in its place begin the study of the second teaching subject.

In order to be admitted to the junior year in this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

JUNIOR YEAR

FIRST QUARTER	UNIT VALUES
MENTAL AND SOCIAL DEVELOPMENT OF THE ELEMENTARY AND THE SECONDARY SCHOOL PUPIL 201 (WITH DIRECTED CLASSROOM OBSERVATION AND PRELIMINARY TEACHING)	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND AND THIRD TEACHING SUBJECTS)	12
	16

SECOND QUARTER	
PSYCHOLOGY AND PRACTICE OF TEACHING AND TESTING IN HOME ECONOMICS IN THE ELEMENTARY AND THE SECONDARY SCHOOL 202 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND AND THIRD TEACHING SUBJECTS)	12
	16

THIRD QUARTER	
PRINCIPLES OF TEACHING, TESTING AND CLASSROOM ORGANIZATION IN THE ELEMENTARY AND THE SECONDARY SCHOOL 203 (WITH ADVANCED PARTICIPATION AND PRELIMINARY TEACHING)	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND AND THIRD TEACHING SUBJECTS)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

FIRST QUARTER	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

SECOND QUARTER	
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

THIRD QUARTER	
SOCIAL PHILOSOPHY OF EDUCATION 207	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
ELECTIVES (HOME ECONOMICS, OR HOME ECONOMICS AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in home economics takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching and Supervising Home Economics.

DIVISION OF INDUSTRIAL EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS OF INDUSTRIAL ARTS IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate in Industrial Arts

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
General Shop Work 1A	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
General Shop Work 1B	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
General Shop Work 1C	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive a state limited special certificate in industrial arts and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in industrial arts and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in industrial arts or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in industrial arts is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter

	Unit Values
Introduction to Learning and Teaching in the Elementary and the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Industrial Arts, or Industrial Arts and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter

Psychology of Learning and Teaching in the Elementary and the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Electives (Industrial Arts, or Industrial Arts and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter

General Theory and Principles of Teaching in the Elementary and the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Industrial Arts, or Industrial Arts and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) General Shop Work, 12 units; b) Elementary Woodworking, 12 units; c) Drawing, Design and Drafting, 12 units.

Students who take less than the complete program in industrial arts may postpone one of the sophomore courses to the junior year. Ordinarily this is the course in drawing. In place of this course in the sophomore year the study of the second teaching subject may be begun.

In order to be admitted to the junior year of this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Elementary and the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives (Industrial Arts, or Industrial Arts and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Industrial Arts in the Elementary and the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Industrial Arts, or Industrial Arts and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Industrial Arts in the Elementary and the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Industrial Arts, or Industrial Arts and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

First Quarter	Unit Values
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204A (with Directed Observation)	4
Electives (Industrial Arts, or Industrial Arts and the Second and Third Teaching Subjects)	8
Student Teaching 209A (with Directed Observation and Advanced Participation)	4
	16

Second Quarter	
Curriculum Materials, Classroom Organization and Technique of Teaching and Testing in the First or Second Teaching Field 204B (with Directed Observation)	4
Electives (Industrial Arts, or Industrial Arts and the Second and Third Teaching Subjects)	8
Student Teaching 209B (with Directed Observation and Advanced Participation)	4
	16

Third Quarter	
Social Philosophy of Education 207	4
Modern Elementary and Secondary Schools and Their Program and Organization 205 (with Directed Observation and Advanced Participation)	4
Electives (Industrial Arts, or Industrial Arts and the Second and Third Teaching Subjects)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in industrial arts takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching and Supervising Industrial Arts.

DIVISION OF MUSIC EDUCATION

FOUR-YEAR CURRICULUM FOR TEACHERS AND SUPERVISORS OF MUSIC IN ELEMENTARY AND SECONDARY SCHOOLS

Leading to the Degree of Ed. B. and State Limited Special Certificate in Music

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Introduction to Music 5A	4
Student Life, Recreation and Health, and Orientation A	2
	18

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Introduction to Music 5B	4
Student Life, Recreation and Health, and Orientation B	2
	18

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Introduction to Music 5C	4
Student Life, Recreation and Health, and Orientation C	2
	18

Students who complete this curriculum receive a state limited special certificate in music and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in music and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in music or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in music is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Elementary and the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Music or Music and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Elementary and the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Electives (Music or Music and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Elementary and the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Music or Music and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) Introduction to Music, 12 units; b) Band and Orchestral Instruments, 12 units; c) Tonal and Rhythmic Elements in Song; Creative Music in the Field of Song; Creative Music in the Instrumental Field, 12 units.

Students who take less than the complete program in music may omit the first sophomore sequence and in its place begin the study of the second teaching subject.

In order to be admitted to the junior year of this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Elementary and the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives (Music or Music and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Music in the Elementary and the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Music or Music and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Music in the Elementary and the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Music or Music and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

FIRST QUARTER	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ELECTIVES (MUSIC OR MUSIC AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

SECOND QUARTER	
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
ELECTIVES (MUSIC OR MUSIC AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

THIRD QUARTER	
SOCIAL PHILOSOPHY OF EDUCATION 207	4
MODERN ELEMENTARY AND SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
ELECTIVES (MUSIC OR MUSIC AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in music takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching and Supervising Music.

DIVISION OF SPEECH EDUCATION

FOUR-YEAR CURRICULUM FOR HIGH SCHOOL TEACHERS OF SPEECH

Leading to the Degree of Ed. B. and State Limited Special Certificate in Speech

FRESHMAN YEAR

First Quarter	Unit Values
General Literature and English Expression 1A	4
Natural Science in Modern Life 1A	4
Contemporary Civilization 5A	4
Meanings and Appreciations in the Fine Arts 1A	1
Introduction to Speech 1A	4
Student Life, Recreation and Health, and Orientation A	2
	19

Second Quarter	
General Literature and English Expression 1B	4
Natural Science in Modern Life 1B	4
Contemporary Civilization 5B	4
Meanings and Appreciations in the Fine Arts 1B	1
Introduction to Speech 1B	4
Student Life, Recreation and Health, and Orientation B	2
	19

Third Quarter	
General Literature and English Expression 1C	4
Natural Science in Modern Life 1C	4
Contemporary Civilization 5C	4
Meanings and Appreciations in the Fine Arts 1C	1
Introduction to Speech 1C	4
Student Life, Recreation and Health, and Orientation C	2
	19

Students who complete this curriculum receive a state limited special certificate in speech and a state limited high school certificate. Such students may secure, after four years of successful teaching experience, two of which must be in Illinois, a state life special certificate in speech and a state life high school certificate a) by successfully passing an examination in English, educational psychology, sociology, and the principles and methods of teaching and b) by preparing a thesis. A state life special certificate in speech or a state life high school certificate may also be secured by the completion of one year of additional work in a recognized higher institution of learning in advance of the requirements for the bachelor's degree. At the end of two years of work in this curriculum a state limited special certificate in speech is granted to students who take four additional units in education.

SOPHOMORE YEAR

First Quarter	Unit Values
Introduction to Learning and Teaching in the Secondary School 101 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107A	4
Electives (Speech or Speech and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation D	2
	18

Second Quarter	
Psychology of Learning and Teaching in the Secondary School 102 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107B	4
Electives (Speech or Speech and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation E	2
	18

Third Quarter	
General Theory and Principles of Teaching in the Secondary School 103 (with Directed Observation and Preliminary Classroom Participation)	4
History of Civilization and Culture 107C	4
Electives (Speech or Speech and the Second Teaching Subject)	8
Student Life, Recreation and Health, and Orientation F	2
	18

Students in the freshman and sophomore years of this curriculum take a prescribed sequence of work which consists of the following courses: a) Introduction to Speech, 12 units; b) Public and Informal Speech, 12 units; c) Dramatic Production, 12 units.

Students who take less than the complete program in speech may omit one of the sophomore sequences and in its place begin the study of the second teaching subject.

In order to be admitted to the junior year of this curriculum students must acquire a mastery of the elementary courses and must show a reasonable degree of aptitude for these studies. Students who do not complete these courses satisfactorily may not proceed with the work of the junior year.

JUNIOR YEAR

First Quarter	Unit Values
Mental and Social Development of the Secondary School Pupil 201 (with Directed Classroom Observation and Preliminary Teaching)	4
Electives (Speech or Speech and the Second and Third Teaching Subjects)	12
	16

Second Quarter	
Psychology and Practice of Teaching and Testing in Speech in the Secondary School 202 (with Advanced Participation and Preliminary Teaching)	4
Electives (Speech or Speech and the Second and Third Teaching Subjects)	12
	16

Third Quarter	
Principles of Teaching, Testing and Classroom Organization in Speech in the Secondary School 203 (with Advanced Participation and Preliminary Teaching)	4
Electives (Speech or Speech and the Second and Third Teaching Subjects)	12
	16

At the end of the junior year in this curriculum students have had an opportunity to study their teaching subjects to the extent of 72 units. Completion of this work with a satisfactory grade of scholarship is the first prerequisite for admission to the senior year. Each student at this time meets a committee consisting of the director of the division, the dean of the teachers college and the dean of the training schools to discuss his work and to review his program and his scholarship up to this point. The second prerequisite for admission to the senior year is a satisfactory quality of work in the preliminary teaching of the junior year. Final admission to the senior year may be granted at this time.

Students who do not gain admission to the senior year on account of poor scholarship or a poor quality of work in their preliminary teaching must continue to do pre-senior work until such deficiencies have been remedied. Admission to the senior year is granted whenever the student meets the required standards.

SENIOR YEAR

FIRST QUARTER

	UNIT VALUES
CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204A (WITH DIRECTED OBSERVATION)	4
ELECTIVES (SPEECH OR SPEECH AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209A (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

SECOND QUARTER

CURRICULUM MATERIALS, CLASSROOM ORGANIZATION AND TECHNIQUE OF TEACHING AND TESTING IN THE FIRST OR SECOND TEACHING FIELD 204B (WITH DIRECTED OBSERVATION)	4
ELECTIVES (SPEECH OR SPEECH AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
STUDENT TEACHING 209B (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
	16

THIRD QUARTER

SOCIAL PHILOSOPHY OF EDUCATION 207	4
MODERN SECONDARY SCHOOLS AND THEIR PROGRAM AND ORGANIZATION 205 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	4
ELECTIVES (SPEECH OR SPEECH AND THE SECOND AND THIRD TEACHING SUBJECTS)	8
	16

In the senior year of this curriculum students devote the greater part of their time to professional work but the electives enable them to continue their teaching subjects through the senior year. The work most essential to teaching must be completed by the end of the junior year so that students may have at their command broad intellectual resources as the basis for the study of curriculum materials and their use in student teaching. Students who devote their time to a single teaching field and take 96 units in that field do two quarters of student teaching in the same subject and continue the study of curriculum materials in that subject through two quarters. Students who choose a first and a second teaching field divide the study of curriculum materials and student teaching equally between two fields. Thus a student who specializes exclusively in speech takes two quarters of work in curriculum materials and two quarters of student teaching in that subject. The course in curriculum materials also includes other problems and has the title, Advanced Problems in Teaching and Supervising Speech.

COURSES OF INSTRUCTION

On the following pages are listed all of the courses offered in the University. Every course is definitely a part of some curriculum devoted primarily and exclusively to the education and preparation of teachers.

The University offers preparation for the following fields of service:

1. Elementary schools. This includes curricula and courses designed to prepare teachers for the kinds of programs found in city elementary schools of all types as well as one-room rural schools and consolidated rural schools of two or more rooms.

2. General subjects in secondary schools. These subjects include curricula and courses designed for the teaching of both junior and senior high school subjects. The main fields covered are English, foreign language, mathematics, natural science, social science. The student may select the second teaching field in the special subjects.

3. Special subjects in elementary schools, secondary schools and vocational schools. These comprise agriculture, art, commerce, health and sports, home economics, industrial arts, music, and speech.

There are eighteen curricula for preparing teachers for these various fields of service. These curricula are differentiated with separate programs for teachers of rural schools, primary grades, intermediate grades, grammar grades, junior high schools and senior high schools, and teachers of the several special subjects in elementary schools, secondary schools and vocational schools.

The following types of courses are offered:

1. Cultural and professional courses in subject matter. The first objective of these courses is the cultural education of the teacher. No one has a greater need to be well grounded in the liberal arts and sciences, including the fine arts, than a teacher of children. The teacher who is merely an educational technician is not likely to be a source of inspiration to his pupils. Teachers need to be skillful in the technique of their profession and they need also to be broadly and liberally educated men and women. With this objective in mind a certain part of the curriculum has for its purpose to broaden the intellectual horizon of the students, to present a definite intellectual challenge and to stimulate wholesome interests. Comprehensive courses in English, the social sciences, natural sciences, and fine arts are required in all four year curricula. These subjects and mathematics and foreign language are available to students as preparation for their future destination as teachers. Courses are also offered in agriculture, art, commerce, health and sports, home economics, industrial arts, music, and speech.

The second objective of these courses is to provide a type of subject matter which is appropriate to the needs of teachers. There is a very careful selection and organization of the content of these courses with this end in view. Subject matter is selected which serves as a basis for the curriculum materials in the elementary and secondary school subjects which students must later organize and use in their teaching. A rich background for this purpose is provided.

The student group activities of the college, which are definitely a part of the curriculum, are planned with the idea of developing among students a spirit of cooperation, student leadership and intelligent cooperation with the leadership of others. They provide a desirable preparation for directing extra-curricular activities in elementary and secondary schools.

2. A unified and coherent sequence of work in education. The purpose of these courses is to develop in students a conception of education as a social process. Abundant opportunities are given for learning through the observation of children and through the experiences of student teaching. The courses in education give consideration to the physical and mental growth of children; the use of tests and testing as an aid to instruction, school and classroom organization, and pupil guidance; the theory and principles of teaching as a guide to the teacher's technique; the technique of teaching; and the organization of curriculum materials.

The courses offered in the various fields are described in some detail under appropriate heads.

AGRICULTURE

The four-year program in agriculture is designed for students who wish to become teachers of agriculture in township high schools, consolidated schools, village or city schools. The program is adapted to the needs of these schools. In addition to giving students a thorough preparation in agriculture, the curriculum permits the selection of courses in the physical and biological sciences. These courses form an excellent foundation for the study of agriculture and equip the student for teaching two or more lines closely allied with it.

The courses in agriculture offer thorough preparation for teaching that subject in a secondary school. Completion of the entire sequence of courses contemplates a teacher who is prepared to teach the whole program in agriculture in a high school or other agricultural school of secondary grade and does not provide for preparation to teach any other subject. Few students, however, are advised to study agriculture as intensively as the complete program permits.

The complete list of courses follows:

1A, 1B, 1C. General Agriculture, 12 units

101 or 215. Elementary Agriculture, 4 units. (An introductory course in the two curricula for rural school teachers).

102. Types and Breeds of Farm Animals, 4 units

103. Feeds for Farm Animals, 4 units

104. Management and Marketing of Farm Animals, 4 units

105. Grain and Forage Crops, 4 units

106. Soil Physics, 4 units

107. Orchard Crops, 4 units

201. Farm Shop Work, 4 units

202. Farm Mechanics and Farm Machinery, 4 units

203. **Automobile and Tractor Mechanics,** 4 units
204. **Swine,** 4 units
205. **Dairying,** 4 units
206. **Poultry,** 4 units
207. **History of Agriculture,** 4 units
208A, 208B. **Agricultural Economics,** 8 units
209. **Judging Farm Animals,** 4 units
210. **Agricultural Organizations,** 4 units
211. **Marketing of Agricultural Products,** 4 units
212. **Farm Management,** 4 units
213. **Farm Accounting,** 4 units
214. **Home and Farmstead Planning and Landscaping,** 4 units

INTRODUCTORY COMPREHENSIVE COURSES

The introductory course in General Agriculture is a comprehensive course dealing with various phases of the subject including soils, crops, types and breeds of farm animals, feeds and feeding, animal husbandry, and dairying, farm management, horticulture, agricultural marketing, and similar subjects. It includes a small amount of work in farm mechanics and farm machinery. Each of these topics is studied somewhat thoroughly but not intensively in the introductory course. In the sophomore year two 12-unit comprehensive courses are offered, one in animal husbandry and one in agronomy and horticulture. The animal husbandry sequence includes the courses in Types and Breeds of Farm Animals, Feeds for Farm Animals and Management and Marketing of Farm Animals. This is a continuous year's work in animal husbandry and the course titles merely indicate the main point of emphasis in each quarter. The second comprehensive course in the sophomore year is a course in agronomy and is comprehended under the following titles: Grain and Forage Crops, Soil Physics, and Orchard Crops. These two sequences together with the course in General Agriculture introduce the subject comprehensively and provide the work necessary for a student who desires to study agriculture as a second teaching subject.

ADVANCED COURSES IN AGRICULTURE

The courses offered in the junior and senior years are intensive courses in various specialized phases of agriculture.

The course in Farm Shop Work is a course in woodwork and metalwork of a kind suitable for use on the farm or about the home. The steel square is explained and its varied use in roof framing is illustrated by use in practical problems of house construction. A good deal of home mechanics is included in the course. Farm Mechanics and Farm Machinery deal with the gas engine, general automobile mechanics and tractor mechanics. The various types of power and field machines for the farm are studied in a practical way through use. The equipment and machinery of the University Farm are used for this purpose. This is essentially a course in farm engineering. In the course in Automobile and Tractor

Mechanics the study of the gas engine, the automobile and the tractor is continued.

In the junior year a sequence of work in animal and dairy husbandry is given under the titles Swine, Dairying and Poultry. The course in Swine is a general course in the production and management of swine. Topics considered are: types, breeds, market classes and grades, breeding, economic rations, relation to dairy farming, common diseases and parasites, swine projects, ton litters, and showing. Laboratory work includes judging and selecting of breeding animals on the University Farm. Trips are made to selected swine herds and swine shows. The course in Dairying is a course in the operation of the Babcock test, the testing of herds, the management of herds, the testing of milk, cream, butter and cheese for butter-fat, acid, bacteria and adulterants. The course in Poultry deals with general poultry production and management. The topics which receive emphasis are breeds, types, incubation, brooding, feeding, yarding, marketing, breeding, common diseases and parasites, showing, and poultry projects. Laboratory work includes judging and culling of poultry on the University Farm. Trips are made to selected poultry farms and hatcheries.

Another sequence in the junior year deals with the History of Agriculture and Agricultural Economics.

In the History of Agriculture study is made of the agriculture of ancient, medieval and modern peoples. Consideration is given to the main influences which have given rise to the modern science of agriculture and current practice. The course in Agricultural Economics treats thoroughly the principles underlying the marketing of agricultural products and furnishes a definite, fact-founded program for bettering conditions for the producer, distributor and consumer. Some of the important topics considered are: tariffs, debenture plan, government price fixing, surpluses, Federal Farm Board activities, and controlled production. This course continues over a period of two quarters.

The senior year in agriculture includes the sequence of courses having the following titles: Judging Farm Animals, Agricultural Organizations, and Marketing of Agricultural Products.

In the course in Judging Farm Animals a careful study is made of the fundamentals of live stock judging and its relation to production, marketing, and showing. The work covers horses, mules, cattle, sheep, hogs and poultry. Individual scoring and comparative judging is practiced on the animals on the University Farm, as well as on animals located on farms in the community. Other topics are show-ring methods, judging contests and types, breeds and varieties of various classes of live stock on the farm. The purpose of the course in Agricultural Organizations is to make careful analysis of the forms, functions, causes and effects of public and private agricultural organizations in this country. Some of the leading organizations to be considered are federal and state departments of agriculture, experiment stations, Smith-Hughes law, granges and farm bureaus. In the course in Marketing of Agricultural Products an attempt is made to study the phase of economics known as marketing. Inquiry is made into the processes necessary, the machinery of markets, price-making forces and the reasons for existing practices.

In the senior year a second sequence of courses in agriculture has the titles Farm Management, Farm Accounting, and Home and Farmstead Planning and Landscaping.

The course in Farm Management is a course in locating fields, lots and buildings, farm equipment, the distribution and use of farm labor and some elementary consideration of farm accounts. Farm Accounting continues the study of accounting begun in the previous course and makes a thorough study of the application of accounting principles and forms to the farm business. Especial attention is given to farm financial records and feed, labor, production and breeding records, inventories, methods of dealing with live stock and group production costs. The course in Home and Farmstead Planning and Landscaping deals with the arrangement and planting of trees, shrubs and flowers needed for the proper decoration of the farm home and for the care of these plants during the winter and summer.

SPECIAL PROGRAMS IN AGRICULTURE

Students in the division of agricultural education take agriculture as their first teaching subject. By limiting their preparation in agriculture to 48 or 60 units, they may choose a second teaching subject of 48 or 36 units outside of the field of agriculture. The 48-unit sequence in agriculture gives preparation in general agriculture, animal husbandry, agronomy, horticulture, farm management, farm accounting and farmstead planning. The 60-unit program adds either a year's work in farm mechanics, or a year's study in judging farm animals and agricultural organizations and marketing. It gives adequate preparation for teaching agriculture.

The 60-unit sequence in agriculture includes the following courses:

1a, 1b, 1c. General Agriculture, 12 units
102. Types and Breeds of Farm Animals, 4 units
103. Feeds for Farm Animals, 4 units
104. Managing and Marketing of Farm Animals, 4 units
105. Grain and Forage Crops, 4 units
106. Soil Physics, 4 units
107. Orchard Crops, 4 units
201. Farm Shop Work, 4 units
202. Farm Mechanics and Farm Machinery, 4 units
203. Automobile and Tractor Mechanics, 4 units
212. Farm Management, 4 units
213. Farm Accounting, 4 units
214. Home and Farmstead Planning and Landscaping, 4 units

The following are the courses included in the first 48-unit sequence:

1a, 1b, 1c. General Agriculture, 12 units
102. Types and Breeds of Farm Animals, 4 units
103. Feeds for Farm Animals, 4 units
104. Management and Marketing of Farm Animals, 4 units
105. Grain and Forage Crops, 4 units
106. Soil Physics, 4 units
107. Orchard Crops, 4 units
212. Farm Management, 4 units

213. Farm Accounting, 4 units
214. Home and Farmstead Planning and Landscaping, 4 units.

A second group of courses, with agriculture as the first teaching field, includes a 48-unit sequence of courses and gives preparation in general agriculture, animal husbandry, agronomy, horticulture, farm shop work and farm machines. Another year's work in judging farm animals, agricultural organizations and agricultural marketing builds up this program to a 60-unit sequence. This option includes the following courses:

1a, 1b, 1c. General Agriculture, 12 units
102. Types and Breeds of Farm Animals, 4 units
103. Feeds for Farm Animals, 4 units
104. Management and Marketing of Farm Animals, 4 units
105. Grain and Forage Crops, 4 units
106. Soil Physics, 4 units
107. Orchard Crops, 4 units
201. Farm Shop Work, 4 units
202. Farm Mechanics and Farm Machinery, 4 units
203. Automobile and Tractor Mechanics, 4 units

Students who desire to take agriculture as a first teaching subject and science as a second teaching subject should take one or the other of the following options in science. The first science option stresses biological science and includes a year of general biology, a year of general physical science, a year of geography and a second year of advanced biological study chosen in consultation with the director of the division. The first three sequences in this option are as follows:

3a, 3b, 3c. General Biological Science, 12 units
102a, 102b, 102c. General Physical Science, 12 units
103a, 103b, 103c. General Earth Science, 12 units

The second option in science emphasizes physics and chemistry and includes a year each of general biological and general physical science with a year of advanced physics and a year of chemistry. This option is as follows:

3a, 3b, 3c. General Biological Science, 12 units
102a, 102b, 102c. General Physical Science, 12 units
206a, 206b, 206c. General and Analytical Chemistry, 12 units
211a, 211b, 211c. Advanced Physics, 12 units

Students who choose agriculture as a second teaching subject take a sequence which provides a general introduction to the whole field of agriculture in General Agriculture and follow this with a year of additional study in animal husbandry and a year's work in agronomy and horticulture. The courses are as follows:

1a, 1b, 1c. General Agriculture, 12 units
102. Types and Breeds of Farm Animals, 4 units
103. Feeds for Farm Animals, 4 units
104. Management and Marketing of Farm Animals, 4 units
105. Grain and Forage Crops, 4 units
106. Soil Physics, 4 units
107. Orchard Crops, 4 units

There are other 36-unit sequences in agriculture which may be taken. The first year's work in each such sequence is the course in General Agriculture. Other combinations must be chosen in consultation with the director of the division. The subjects required in the teaching combinations most frequently found in Illinois high schools are the basis for planning all of these groups of courses.

ART

The work in art is planned for teachers who will work in one or more of three different kinds of teaching situations. These include: a) elementary school teachers who teach art as a part of an integrated school program; b) supervisors of art in elementary and secondary schools; c) special teachers of art in secondary schools. In all of the work in art the needs of the art teacher are placed first. The object of the art curriculum is not to prepare painters, sculptors, skilled craftsmen or commercial artists. The art teacher must have, however, a very broad understanding of a variety of phases of art, which should include appreciation, construction, graphic arts, and the history of art, as well as a broad cultural background and familiarity with related fields.

The following is the complete list of art courses including the courses offered for elementary school teachers and those for art teachers:

1. **Introduction to Art Quality**, 2 units
2. **Elementary Art Expression**, 2 units
3. **Exploration in Art Processes**, 2 units

4 and 101. **Expression in Art Elements**, 2 units

5. **Art Quality and Appreciation**, 4 units
6. **Design, Color and Drawing**, 4 units
7. **Industrial and Craft Processes**, 4 units

102. **Elementary Composition and Representation**, 4 units
103. **Figure Study in Graphic and Plastic Media**, 4 units
104. **Lettering: Origins, Forms, Arrangement and Appreciation**, 4 units
105. **Elementary Design**, 4 units
106. **Design in Craft Media**, 4 units
107. **Woodwork and Weaving**, 4 units
201. **Inquiries into Art Origins**, 4 units
202. **Estimates of Contemporary Art**, 4 units
203. **Painting Techniques**, 4 units
204. **Modeling and Pottery**, 4 units
205. **Metalcrafts**, 4 units
206. **Mechanical Drawing**, 4 units
207. **Advertising Art**, 4 units
208. **Art in Costume**, 4 units
209. **Art in Home and Community**, 4 units
210. **Advanced Painting**, 4 units
211. **Etching and Lithography**, 4 units
212. **Printing Appreciation**, 4 units
213. **Illustrative Art Materials**, 4 units
214. **Art in Dramatic Production**, 4 units
215. **Creative Art Expression**, 4 units

ART COURSES FOR ELEMENTARY SCHOOL TEACHERS

There are four courses primarily for elementary school teachers who will teach art together with other subjects. For students in the two-year curriculum for kindergarten-primary teachers they are Introduction to Art Quality, Exploration in Art Processes, and Expression in Art Elements. Students in the two-year curricula for rural school teachers, intermediate grade teachers and grammar grade teachers take Introduction to Art Quality and Elementary Art Expression.

In the four-year curriculum for teachers and supervisors of art in elementary and secondary schools it is possible for students to devote themselves exclusively to art. Such a program provides the complete preparation needed by a supervisor of art in elementary and secondary schools. Some students, however, wish to take less work in art and secure preparation to teach one or two other subjects as minor teaching fields. Another class of students desire to take art as a second teaching subject. Provision is made for these several classes of students.

The course in Introduction to Art Quality, the introductory course for elementary school teachers, has for its objective to familiarize students with the general field of art. Consideration is given to art quality in many different phases of creative expression and to an understanding of the processes involved. In Exploration in Art Processes, the second kindergarten-primary course, students have an opportunity to gain experience with a wide range of materials and processes, including painting and designing mediums and simple industrial and machine processes. The course in Expression in Art Elements is intended for the third course in the kindergarten-primary sequence. It gives the student further experience in creating with art mediums. Several forms of creative art expression are more fully developed. Among the mediums offered are oil and water color painting, designing for advertising purposes and for the industries, clay work in modelling and pottery, etching, block printing, batik, tooled leather and other crafts.

Students preparing to be teachers in either the rural schools or the intermediate grades or grammar grades take two courses in art entitled Introduction to Art Quality and Elementary Art Expression. These two courses cover in condensed form somewhat the same ground as the three courses planned for kindergarten-primary teachers, except that they are adapted to art work as conducted in such schools.

FRESHMAN AND SOPHOMORE COMPREHENSIVE COURSES

In the four-year curriculum for supervisors and teachers of art in elementary and secondary schools the three courses in the freshman year, which constitute the comprehensive course of the freshman year and serve as an introduction to the work of the curriculum, are as follows: a) Art Quality and Appreciation; b) Design, Drawing and Color; c) Industrial and Craft Processes.

This is a year's work in expression in the arts. The course in Art Quality and Appreciation makes a study of art quality in many different types of creative expression, including the processes involved, and the development of similar processes with children. It deals also with individual creative expression with the art elements of line, pattern, volume,

color and texture. There are many field trips and considerable observation of work in the training school, as well as library assignments and individual projects. The course in Drawing, Design and Color is a course in individual art expression with increasing ability and skill in the use of the art elements according to the principles of arrangement, rhythm, proportion, balance and dominance. The course studies the essentials of color theory as applied to design problems. Students plan a group of original projects which form the basis for further development of originality expressed in art mediums. The work consists of designs in simple mediums, charcoal, India ink, transparent and opaque water paints. The course in Industrial and Craft Processes deals with fundamental forms of construction in clay modelling and pottery, hand loom weaving, book making and woodwork. The simpler processes most useful to the elementary school teacher in integrated school work are stressed. The course enables students to understand the relationships of certain hand processes to similar machine processes in use today, so that the individual will have a keener understanding and appreciation of those processes and the problems of the designer for these industries. Through this understanding students develop good taste in selection of manufactured articles.

The first field of work in the sophomore year deals with art composition. Elementary Composition and Representation is the introductory course in this field and it emphasizes the composition of pictures and drawing and introduces the compositional phases of art. The course in Figure Study in Graphic and Plastic Media is a continuation of the work given in the previous course. The year's work ends with the course in Lettering: Origins, Forms, Arrangement and Appreciation, which is artistic composition as applied to arrangements created with letter forms.

The second sequence of courses in the sophomore year consists of a year's work in design for utility. The introductory course in Elementary Design continues a study of beauty as developed through arrangements of line, dark and light and color and textures according to the laws of proportion, balance, rhythm and dominance. Design in Craft Media continues the practice in designing in the previous quarter but provides for a more definite application of these designs. One quarter is devoted to Woodwork and Weaving which affords art students a further opportunity to learn simple woodworking and weaving processes.

ADVANCED ART COURSES IN JUNIOR AND SENIOR YEARS

The first sequence in the junior year is devoted to an advanced understanding of the arts. Inquiries into Art Origins consists of a study of the development of architecture, sculpture and painting as well as the minor arts. Estimates of Contemporary Art continues the study of appreciation of art given in the previous quarter. The study of Painting Techniques emphasizes the various techniques and attitudes of painters toward problems of painting in the different periods in the development of painting and assist the student in finding a satisfactory technique of his own.

The second field of study in art in the junior year deals with interpretation of art aspects of manufacture. Modeling and Pottery offers the student further opportunity for development of ability in the use

of clay as a medium. The course in Metalcrafts acquaints the student with the characteristics and possibilities in design and construction with various metals such as brass, copper, pewter and aluminum. The course in Mechanical Drawing is an introductory course in the subject.

The third field of study in the junior year deals with art in relation to the environment. The course in Advertising Art seeks to familiarize the student with the problems of illustration and commercial advertising as well as numerous black and white mediums. Art in Costume applies the principles of design to problems of clothing selection and design. Art in Home and Community makes a specific study of design as applied to arrangements in the interior and exterior of the home and also emphasizes designing for the community. The course aims to increase artistic taste within the home and community including civic designing as applied to public parks and playgrounds.

In the senior year the first field of study consists of advanced participation in art. Advanced Painting gives the student further opportunities to develop individual techniques and to acquire further ability in color mediums using either water color or oils. The course in Etching and Lithography offers opportunity for experience in these two forms of art. Printing Appreciation consists of a study of design and color as applied to printing.

The second sequence of work in art in the senior year consists of three courses in advanced studies in art. The course in Illustrative Art Materials consists of the collection, evaluation, and organization of many types of illustrative materials for all phases of art work. Art in Dramatic Production deals with problems of design as applied to children's dramatics, pageantry and festivals and enables students to become familiar with the art problems involved in stage production. In the last quarter of the senior year each art student is registered for a course entitled Creative Art Expression. The student may elect to do advanced work in painting or he may choose to develop further some phase of design such as pottery, metal crafts or original designing. It is believed that every successful art teacher should be continually creating on a more advanced level than that of his students.

SPECIAL PROGRAMS IN ART

For students who wish to take less than the full program in art while preparing for a second teaching subject, two sequences of courses have been arranged, one consisting of 48 units and the other of 60 units.

The following courses with one additional year's work chosen from the courses offered in the junior year constitute the 48-unit sequence:

5. Art Quality and Appreciation, 4 units
6. Design, Color and Drawing, 4 units
7. Industrial and Craft Processes, 4 units
102. Elementary Composition and Representation, 4 units
103. Figure Study in Graphic and Plastic Media, 4 units
104. Lettering: Origins, Forms, Arrangement and Appreciation, 4 units

105. Elementary Design, 4 units
106. Design in Craft Media, 4 units
107. Woodwork and Weaving, 4 units

The 60-hour sequence consists of the following courses and one additional year's work chosen from the courses offered in the junior and senior years:

5. Art Quality and Appreciation, 4 units
6. Design, Color and Drawing, 4 units
7. Industrial and Craft Processes, 4 units
102. Elementary Composition and Representation, 4 units
103. Figure Study in Graphic and Plastic Media, 4 units
104. Lettering: Origins, Forms, Arrangement and Appreciation, 4 units
201. Inquiries into Art Origins, 4 units
202. Estimates of Contemporary Art, 4 units
203. Painting Techniques, 4 units
207. Advertising Art, 4 units
208. Art in Costume, 4 units
209. Art in Home and Community, 4 units

Some students whose first teaching subject is in some other field desire to take a limited amount of art work as preparation for a second or third teaching field. For this purpose the following courses are provided:

5. Art Quality and Appreciation, 4 units
6. Design, Color and Drawing, 4 units
7. Industrial and Craft Processes, 4 units
102. Elementary Composition and Representation, 4 units
103. Figure Study in Graphic and Plastic Media, 4 units
104. Lettering: Origins, Forms, Arrangement and Appreciation, 4 units
105. Elementary Design, 4 units
106. Design in Craft Media, 4 units
107. Woodwork and Weaving, 4 units

COMMERCE

The primary objective of the work offered in the division of commerce education is to prepare commercial teachers for secondary schools. It is not the purpose to prepare stenographers, accountants, or business executives, but a good deal of work in these fields is offered in order that teachers may be technically efficient in a practical sense.

The courses in commerce fall into three main fields: a) secretarial work; b) accounting; c) business organization and administration. Completion of the full program in commerce contemplates a teacher who is prepared to teach all of the commercial subjects in a secondary school. It is possible to take a smaller amount of work and secure a general

preparation which is less intensive. Students may also select commerce as a second teaching subject taking either a limited amount of work in the general field or more intensive work in one of the three fields of commerce.

The complete list of commerce subjects includes courses in all three fields and it is possible for a limited number of students to take all the work offered in order to prepare to teach the entire program of commercial work in a secondary school. The complete list of courses follows:

1A, 1B, 1C. Business Organization and Experience, 12 units

101A, 101B, 101C. Elementary Accounting, 12 units

102A, 102B, 102C. Shorthand and Typewriting, 12 units

201A, 201B, 201C. Advanced Accounting, 12 units

202A, 202B. Advanced Secretarial Work, 8 units

203. Economic Geography, 4 units

204. Business Mathematics and Statistics, 4 units

205A, 205B. Business Law, 8 units

206. Economic Foundations of Business, 4 units

207. Business Organization and Management, 4 units

208. Financial Organization and Management, 4 units

209. Salesmanship and Advertising, 4 units

210. Merchandising and Marketing, 4 units

211. Financial and Economic History, 4 units

INTRODUCTORY COURSES IN COMMERCE

The first course which students take is that entitled Business Organization and Experience. It deals with the elementary processes of business experience and is a course of the comprehensive type similar to the courses offered in the freshman year in other subjects. The purpose of the course is to introduce the student to a large number of phases of business and to enable him to gain some preliminary experience in several fields. The course is broadly comprehensive in the sense that it deals with most of the main fields of business activity and makes a study of how business is organized and operated. In the autumn quarter attention is directed to elementary business organization practice and a comprehensive study is made of such aspects of business and its broader relations as insurance, banking, production, distribution, transportation, communication, money and credit, investments, taxes, and similar aspects of business. Some study of the use of office machines is made and some preparation in the operation of office equipment is given including an introductory study of filing. Toward the end of the course some experience is gained with the typewriter and shorthand is also introduced. Typewriting is introduced some months previous to shorthand in order that actual transcription of dictation may be begun at the outset. Toward the end of the year shorthand and typewriting are studied intensively and used in simple secretarial experience.

The sophomore year marks the advance of the student into two special fields: a) accounting and b) study and experience in the field of secretarial work.

In the first quarter of the sophomore year, in the accounting sequence, the mathematics applicable to accounting is predominant. In all three quarters accounting experience and theory are carried forward concurrently. In the spring quarter more advanced work in accounting is introduced and by the end of the quarter students are expected to reach a stage of well developed ability and skill in accounting and its applications.

The second sequence of work in the sophomore year deals with shorthand and typewriting. At the end of the year the student is expected to be a good stenographer, and also to be able to transcribe business correspondence and other similar material on the typewriter rapidly and correctly.

ADVANCED COURSES IN COMMERCE

In the junior year technical commercial work extends into three fields: first, additional experience and preparation in secretarial work; second, advanced instruction in accounting which includes the more complex accounting problems; and third, business law, business mathematics and economic geography.

The course in Advanced Accounting which continues throughout the junior year includes the treatment of corporation organization and control, the preparation and analysis of finance statements, the use of ratio analysis as a means of accounting aid to financial management, the records and data essential in insolvency and bankruptcy, the methods of presenting statistical material in a wide variety of business enterprises, the special treatment of accounts in trusts and receiverships, accounting for estates, the mathematical and accounting principles in actuarial finance and the study of state and federal taxes.

Secretarial work, as developed in the junior year, under the title of Advanced Secretarial Work, implies individual ability and skill well organized and developed to use the various office devices, including shorthand, to the end that students may quickly adjust themselves to any type of office procedure. The course gives particular emphasis at the beginning to a study of English language in business relations. The functional purpose of this work is emphasized and the objective is the preparation of a teacher of shorthand and typewriting and office organization and practice.

In the junior year Business Law is also studied for two quarters. It serves as the initial course in the sequence in business administration. The subject matter includes contracts, sales, agency, bailments, insurance, negotiable instruments, real and personal property, and the laws controlling business organization. Special attention is given to the laws affecting the formation, operation and dissolution of corporations. Students are given as much practical experience as is possible. In the spring quarter of the junior year some background for applied business economics is established in the course in Economic Geography. Students who expect to teach commercial geography in high schools, however, should take three quarters of geography with the course entitled Geography of Industry and Commerce as the final course.

Throughout the senior year a study is made of certain special aspects of business organization and operation which represent phases of applied business economics.

The first course in the first quarter of the senior year is that entitled Economic Foundations of Business and it is followed by Business Organization and Management. This course takes the student through the various forms of business enterprise, the problems of business organization, internal management, finance, sales, production, accounting, personnel problems and planning, wage methods, the management of income, the interrelation of government and business, the applications of business law, reorganization and consolidation, departmentalization and the organization and control of multiple stores, and operation and supervision of credit. The third course in this sequence in the senior year, entitled Financial Organization and Management, takes up a study of the financial problems of business administration and general financial organization of society, the raising of money, dividend policies, ratios which are most important and effective as indices of financial progress and condition, banking plans, means and purposes of borrowing money, significance of working capital, operation of the stock and bond markets, financial analysis of balance sheets and operating statements, and practical tax problems.

The second sequence in the senior year begins with the course in Salesmanship and Advertising. A study is made of principles and practices of salesmanship and students are given opportunities to try experimental selling. In advertising students give sales talks, write sales letters and prepare advertising copy. The sequence of courses in applied business economics is continued in the course in Merchandising and Marketing which occurs in the second quarter of the senior year. The course in Financial and Economic History completes the subject matter preparation of the commercial teacher.

SPECIAL PROGRAMS IN COMMERCE

Some students will wish to take a general program in commerce which includes less work than the complete list of courses includes. For such students the following courses are arranged:

1a, 1b, 1c. Business Organization and Experience, 12 units

101a, 101b, 101c. Elementary Accounting, 12 units

102a, 102b, 102c. Shorthand and Typewriting, 12 units

201a, 201b, 201c. Advanced Accounting, 12 units

202a, 202b. Advanced Secretarial Work, 8 units

203. Economic Geography, 4 units

204. Business Mathematics and Statistics, 4 units

205a, 205b. Business Law, 8 units

The foregoing sequence omits the work of the senior year in business organization and administration and contemplates a teacher prepared in stenography, typewriting, accounting and secretarial work. Students who complete this sequence should take the remaining 24 units in courses which prepare for a second teaching subject and this work may well be related to commerce, such as geography.

Students who take some other subject for their first teaching subject may wish to study commerce as a second teaching subject. It is possible for students to do this by confining themselves to one of the three main divisions of commerce. Several sequences have been arranged for this purpose.

The 36 unit sequence in business organization and management is a very desirable second teaching subject for students in other curricula who want to gain some understanding of that field of business either for teaching purposes or to supplement some other subject which they have chosen for their first teaching subject. It includes the following courses:

1a, 1b, 1c. Business Organization and Experience, 12 units

206. Economic Foundations of Business, 4 units

207. Business Organization and Management, 4 units

208. Financial Organization and Management, 4 units

209. Salesmanship and Advertising, 4 units

210. Merchandising and Marketing, 4 units

211. Financial and Economic History, 4 units

Students who follow this sequence will need to arrange the courses of their first teaching subject in such a way that the entire sophomore year will be filled. Work in general economics comes very well at that time. The remaining courses in business organization and administration may then come in the junior and senior years.

A sequence of courses in secretarial work includes all of the courses offered in that field. This sequence is as follows:

1a, 1b, 1c. Business Organization and Experience, 12 units

102a, 102b, 102c. Shorthand and Typewriting, 12 units

202a, 202b. Advanced Secretarial Work, 8 units

203. Economic Geography, 4 units

The 36 unit sequence in accounting includes the introductory course in commerce and two years of preparation in accounting. The courses are as follows:

1a, 1b, 1c. Business Organization and Experience, 12 units

101a, 101b, 101c. Elementary Accounting, 12 units

201a, 201b, 201c. Advanced Accounting, 12 units

EDUCATION

The unified sequence of work in education is comprehended under seventeen titles which can not, of course, indicate the complete body of subject matter which is included at any point. They show roughly, however, the general organization of the materials which constitute the course.

In the various curricula the titles of the courses are somewhat modified to fit particular needs and there are also slight differences in the plan in different curricula. Student teaching, for example, appears concentrated in a single term as a 12-unit course in the curricula for elementary school teachers, while in some other curricula it appears as a 4-unit course

in each of two terms. The course in Mental Tests and Measurement of Special Abilities appears only in the curricula for elementary school teachers. An examination of the curricula will show these modifications.

The titles used to designate the kind of work in education given in each quarter, in all four-year curricula, conform in general to the following plan:

101. **Introduction to Learning and Teaching,** 4 units

102. **Psychology of Learning and Teaching,** 4 units

103. **General Theory and Principles of Teaching,** 4 units

201. **Mental and Social Development of School Pupils,** 4 units

202. **Psychology and Practice of Teaching and Testing,** 4 units

203. **Principles of Teaching, Testing and Classroom Organization,** 4 units

204A, 204B, 204C. **Curriculum Materials, Classroom Organization and Technique of Teaching and Testing,** 8 units

205. **Modern Schools and Their Program and Organization,** 4 units

206. **Mental Tests and the Measurement of Special Abilities,** 4 units

207. **Social Philosophy of Education,** 4 units

208 or 209A, 209B. **Student Teaching,** 8 or 12 units

210. **Advanced Theory of Instruction,** 4 units

211. **General School Administration,** 4 units

212. **Advanced Problems in School Administration,** 4 units

213. **Supervision and Improvement of Teaching in the Elementary School,** 4 units

214. **Advanced Problems in Elementary Education,** 4 units

215. **The American Educational System and its Problems,** 4 units

For elementary school teachers pursuing a two-year curriculum, including upper grade teachers preparing for non-departmentalized work, an abbreviated sequence of courses in education, based upon the same general principles, is required. The courses are as follows:

1. **Introduction to Learning and Teaching,** 4 units

2. **Psychology of Learning and Teaching,** 4 units

3. **General Theory and Principles of Teaching,** 4 units

101A, 101B, 101C. **Curriculum Materials, Classroom Organization and Technique of Teaching and Testing,** 12 units

102. **Student Teaching,** 12 units

INTRODUCTORY COURSES IN EDUCATION

The first course in education taken by all students in both two-year and four-year curricula is the course entitled Introduction to Learning and Teaching. It is in part a laboratory course in teaching, rather than a course in introduction to education. Students in four year curricula have already had work in orientation in education in which they have had an overview of the school system and they have gained some conception of the problems involved in American public education. Now they begin

extensive observation in the training school and as they study the psychology of learning they have ample opportunities to observe the group living of the children and to participate in it. The analysis of teaching which is begun in this course is based upon children's learning and so the course is pointed largely toward the psychology of learning and its implications in teaching. In the second quarter, in the course entitled Psychology of Learning and Teaching, the psychology of learning is further analyzed and additional implications for teaching are discussed. At the same time the course is not unmindful of the facts and principles of child development and those aspects of child life are studied which aid in the interpretation of teaching from the modern point of view. In the third term the unified course in education takes the title, General Theory and Principles of Teaching, and on the basis of previous study of children's learning and the psychology of child development, a consistent theory of teaching is formulated. This formulation of theory began in the two earlier courses along with the study of learning and child development, but it becomes more definite at this time with the intention of rounding out a comprehensive view of educational theory.

During all three of these courses, which really constitute one continuous course, students engage in a wider and wider range of participation which reaches the stage of preliminary teaching in this last course, for most students. Students, however, move forward into more and more responsible forms of participation as fast as they develop the ability to do so. In this third quarter a few students do not advance beyond the stage of observation, while others begin responsible teaching.

The three courses which have been described appear in the freshman year in two-year curricula and in the sophomore year in four-year curricula. At the end of the year in two-year curricula one group of students constituting about a third of the total number is selected to begin student teaching in the first quarter of the sophomore year. Those are selected who have gone forward most rapidly and reached the greatest attainment in their preliminary teaching. This group is segregated near the end of the year and given special instruction preparatory to beginning their responsible teaching in the first quarter of the sophomore year.

EDUCATION IN JUNIOR YEAR OF FOUR-YEAR CURRICULA

The work in education in the junior year of four year curricula is found in the three courses: Mental and Social Development of School Pupils, Psychology and Practice of Teaching and Testing, and Principles of Teaching, Testing and Classroom Organization. These courses represent an advanced cycle in the student's expanding perspective in education. The work throughout the four years is conceived and planned as a unit and the work of this year is a step in this unified development. Advancing from the sophomore year in which students have gained a general understanding of educational psychology and principles, further insight is now developed through their study as applied and put to even greater use through the wider experience in teaching which becomes a part of students' work in participation in this year. General theory is now turned to a greater degree into channels of practical application in the

different grades and different subjects which form the center of interest in the respective curricula.

The first course of the junior year, entitled Mental and Social Development of School Pupils, carries forward to higher levels students' understanding of child nature and development. Emphasis is put upon the period of development related most closely to the purpose of the curriculum studied but this emphasis is brought to better focus in a study which includes earlier and later periods. In the second course of the junior year, Psychology and Practice of Teaching and Testing, the real core of the course is the theory and principles of teaching studied as applied psychology. Following the more general introduction of the previous year this course affords the occasion for renewed emphasis upon the use of both informal and formal tests of achievement and intelligence as they may be used for gaining insight into child nature. In the third quarter of the junior year, through the course in Principles of Teaching, Testing and Classroom Organization, the students bring their theory and principles into a well rounded and purposeful state for practical use in the classroom. At the end of the junior year students are expected, through their observation and experience in the earlier phases of teaching and through their study, to be in possession of a well rounded and consistent theory of teaching which has been generalized in such a way that they are able to use it in evaluating and correcting their own procedures in teaching, classroom organization and the other activities which constitute the teacher's technique.

SENIOR WORK IN EDUCATION

At the beginning of the senior year in the four-year curricula, or the sophomore year in the two-year curricula, students begin a sequence of work in a course entitled Curriculum Materials, Classroom Organization and Technique of Teaching and Testing. In the case of curricula for elementary school teachers, this course continues through three quarters. During two quarters it is paralleled by advanced forms of participation and in the other quarter it accompanies the responsible student teaching. In other curricula it continues for two quarters and is paralleled by the regular responsible student teaching in either the first or the second teaching subject. It is an integrated course dealing primarily with the organization of subject matter for teaching purposes on the pupil level. These materials are thought of as the culture materials of pupil education, both with reference to the integrated program of the elementary school and the subject-conceived work of the secondary school. Since students are teaching while they are taking this course, it deals with a variety of problems in addition to the study of curriculum materials, including such problems as classroom organization, pupil guidance, technique of teaching, and informal and formal testing of the results of teaching. In the subjects of the curricula for secondary school teachers and teachers of the special subjects the course deals with the materials and problems of the particular subject which the student is teaching at the same time. Whenever any student in these curricula does student teaching, he takes this course concurrently. The two are integrated and

consist of a single professional experience. The instructor of the course is also a supervisor of student teaching.

The course entitled Modern Schools and their Program and Organization appears in all four-year curricula, with somewhat varied titles to fit the various situations. This course is planned for classroom teachers with the intent that they may become intelligent workers in the educational organization in which they teach. It is the intent that intelligent cooperation shall come from a sympathetic understanding of the whole educational structure of the country including national, state, county and city organizations. It is not a course in school management but it includes some aspects of that field. A study is made of types of school organization and types of school programs which are in process of development, to provide students with a basis for critical and sympathetic consideration of newer tendencies. National, state and local teachers organizations are given consideration and some time is devoted to the ethics of education as a profession. In special curricula the place and function of the special subject in question in the program of education and its relation to the other subjects is discussed.

Elementary school teachers pursuing a four-year curriculum take a course entitled Mental Tests and the Measurement of Special Abilities, the main objective of which is the mastery of the technique of giving individual general intelligence tests. Consideration is given to changing conceptions of the nature of intelligence and a considerable enlargement of the student's understanding of general intelligence comes out of the course, which gives the teacher a means through which he may supplement the data of regular school work and achievement tests in gaining fully rounded information necessary for classifying and dealing with problems of remedial instruction.

All teachers in four-year curricula take a course entitled Social Philosophy of Education. The objectives of the self-directing teacher implies the all round insight into life and education connoted by the term philosophy. The curricula as organized imply a continuous growth on the part of the student in this overview of life and education. Self direction implies insight and broad understanding as a basis for giving proper evaluation to the experiences of the schoolroom and of life, in order that problems may be met and solved with reference to plan based upon sound theory and principles rather than on the basis of temporization. In this course the attainment of a philosophy of education which grows out of all previous experience and study in courses in education and in the other courses of the curriculum is made the objective.

EDUCATION IN TWO-YEAR CURRICULA

In two-year curricula students take, in the freshman year, the sequence of courses outlined as the three beginning courses in education and then they go directly, in the sophomore year, to the courses planned for the senior year in four-year curricula omitting the junior sequence of the four-year program. These students are taught in separate sections and the work is adapted to their previous preparation and needs. Students who complete a two-year curriculum and then return to finish the work for a degree, after teaching for one or more years, take the omitted

courses in their junior and senior years and ordinarily in separate sections with a presentation which accords with their broader experience.

STUDENT TEACHING

Student teaching occurs in all curricula. In the curricula for elementary school teachers it is concentrated in one quarter and all-day teaching and participation is required, while in other curricula it occurs in each of two quarters and students devote a half day daily to teaching and other participation.

ADVANCED COURSES IN SUPERVISION AND ADMINISTRATION

A group of advanced courses open only to seniors on a restricted basis is offered to prepare in a preliminary way principals of elementary schools, elementary school supervisors, and superintendents of schools. The courses provided for this purpose are Advanced Theory of Instruction, General School Administration, Advanced Problems in School Administration, Supervision and Improvement of Teaching in the Elementary School, Advanced Problems in Elementary Education, and The American Educational System and its Problems.

The course in Advanced Theory of Instruction attempts to develop a consistent theory of instruction based upon available scientific data on a higher level than was attained in the more elementary courses in theory and principles of teaching. The course in General School Administration is an introductory general course in the subject which deals with a good many of the main problems with which an administrator will be confronted without giving any of them exhaustive treatment. Some time is given to the problems arising in rural school administration. The organization of schools of the country, town, and village and the organizations aiding or cooperating with the schools, including a brief study of changes in the life of the small community which affects school organization, are considered. Problems of the village and consolidated school are discussed. Some attention is given to the national government and state and local units of administration of public education. An introductory treatment is given to financial organization and the management of school money. In the course in Advanced Problems of School Administration study is given to scientific methods in determining the efficiency of a school system, organization and interpretation of school statistics, school reports, reports of surveys and particularly an advanced study of school revenue and the management of school money. Problems of high school administration are studied. The course in Supervision and Improvement of Teaching in the Elementary School is an introductory course in elementary supervision which deals with those aspects of supervision which are of greatest benefit to the supervisor in the early stages of his work. The course includes such topics as individual and group participation in the actual practices involved in supervision, planning supervisory programs for county and city school systems, technique of classroom visitation and conference, selecting of textbooks and other similar problems. In addition to the class hours individual conferences are held with the instructor and visits are made to the best school systems in the state to observe supervision. The course in Advanced Problems in Elementary Education deals with the formulation of

educational practice on a scientific basis and especially considers the construction of curricula for elementary schools, including one-room rural schools, village, and consolidated schools, and city school systems. The course in The American Educational System and Its Problems attempts to give advanced students an overview of American education, a survey of its main problems, and a preview of future developments.

ENGLISH

The courses in English are of three types: a) corrective English for students who need it; b) English language including English writing and a study of English discourse structure and the history of the English language; c) English literature.

AIMS IN LITERATURE

The aim of the study of literature is not merely literary erudition nor is the chief purpose that of teaching the history of various periods through a study of the literature which has come out of those periods. The primary objective of the instruction in literature in the teachers' college is two-fold: First, it aims to develop in students themselves such understandings and appreciations of the meanings and values in the vast literary heritage of the race as will enable them to direct the literary experiences of their pupils. Second, it attempts to make them persons of sufficient taste and enthusiasm for the values inherent in great literature that they may make those values attractive to their pupils and thus to make literature a real means of education in each succeeding generation of pupils. The experiences gained in the course in literature are designed to develop a taste which remains as a permanent attitude. The possession of this quality by the teacher enables him to develop a taste for good reading on the part of pupils, through which they develop an outlook on life, and a sense of values which are in a fundamental sense the primary learning products arising from the study of literature. All the courses have for their objective certain products in appreciation, which by transforming the lives of students, produce true educational values in the case of college students themselves.

A wide familiarity with the world's best literature is essential for the teacher and it is imperative that he shall understand its meaning and appreciate its values. Great literature and its message and meaning must represent one of the greatest satisfactions in life to the teacher of literature and to this end his recognition of values and his discriminating taste must be developed far beyond that of his pupils. Unless the teacher himself feels the meaning and significance of literature he can not lead pupils to a sense of values through literature.

The teacher of literature must have also a wealth of literary background from which he may draw the assimilative material of appreciation on the part of pupils. He must know what is good literature and what is not. He must be able to select from the great field of the world's literature that material which is most valuable for purposes of education on the elementary and the secondary school level. His own attitude toward literature must be such that he is constantly a wide and discriminat-

ing reader of literature himself, and to this end he must be able to read with rapidity and understanding, since such ability is directly implied in an effective study of literature. Those who do not have such ability are not permitted to enter college classes in literature. Tests are given to all freshmen to determine their abilities along this line.

On this basis is literature conceived and to these ends is it taught.

The complete list of English courses is given below, but no student ever takes all of these courses. The following courses are offered:

1A, 1B, 1C. General Literature and English Expression, 12 units

101A, 101B, 101C. World Literature, 12 units

102. Children's Literature, 4 units

103 and 205. English Discourse Structure, 4 units

201A, 201B, 201C. Children's Literature, 12 units

202. English Literature of the Middle Ages, 4 units

203. English Literature of the Sixteenth Century, 4 units

204. English Literature of the Nineteenth Century, 4 units

206. History and Development of the English Language, 4 units

207. Advanced Writing, 4 units

208. Shakespeare, 4 units

209. English Literature of the Age of Puritanism and Classicism, 4 units

210. The Romantic Movement in English Literature, 4 units

211. Contemporary European Literature, 4 units

212A, 212B. American Literature, 8 units

213. English and American Prose and Poetry, 4 units

214. Creative Writing, 4, 8, or 12 units

215A, 215B, 215C. Journalism, 12 units

COMPREHENSIVE READING COURSES IN FRESHMAN AND SOPHOMORE YEARS

The fundamental course in English, which is prerequisite to all other courses, is General Literature and English Expression. It is a course of the comprehensive type. This course occurs in the freshman year and is required of all students in both the two-year and the four-year curricula. It has been described in detail elsewhere. In a word it deals with both English and American literature and stresses somewhat contemporary literature. It is chiefly a reading course designed to foster appreciation and a discriminating taste in reading and to enlarge the cultural background of the student. The following literary types are studied: lyric and narrative poetry, drama, the novel, the short story, the expository essay, both informal and serious, biography. There is a good deal of English expression, both oral and written, and it is connected with a content that brings a motive or impulse to expression.

In the sophomore year the study of literature continues and consists of a comprehensive course extending throughout the year under the title World Literature. Greek and Latin literature in translation, touching

all types, but emphasizing Homer, the dramatists, and the philosophers, is read. There is wide reading in medieval and renaissance literature as well as modern world literature. Class discussions and some writing are features of the course whenever these two forms of expression spring from a real motive to expression.

JUNIOR AND SENIOR COURSES IN ENGLISH

One sequence of courses in literature in the junior year and another sequence in the senior year are organized around great literary periods in the world's history rather than around literary types. By such an organization the best literary material is studied.

Two sequences in English extend throughout the Junior year. The first deals with literature and the second with English language. The courses in English literature have the following titles: English Literature of the Middle Ages, English Literature of the Sixteenth Century, and English Literature of the Nineteenth Century. These are three great literary periods in the world's history and in the literature of these periods is to be found some of the best literary material for educative purposes. The objective is not primarily to study the history and culture of these periods through their literature, but to explore extensively these fields of literature to build up in students the best possible literary background for teaching purposes.

The course in English Literature of the Middle Ages includes a rapid reading of the Beowulf in translation and other selections from Old English literature, followed by a study of Chaucer's Canterbury Tales. The student incidentally gains an understanding of the Anglo-Saxon civilization and sees the development of English culture out of a fusion of the Anglo-Saxon with the French spirit. The second quarter is devoted to English Literature of the Sixteenth Century and includes extensive readings in the pre-Shakespearian drama, including mystery and morality plays, the plays of Shakespeare, his contemporaries and his immediate predecessors. This is preliminary to a more extended study of Shakespeare in a later course. Incidentally, students gain an understanding of the characteristic spirit of the Renaissance. The third quarter is devoted to the course entitled English Literature of the Nineteenth Century. Works of the following writers are read and discussed: in poetry, Wordsworth, Coleridge, Byron, Keats, Shelley, Tennyson, Browning, and Arnold; in prose, Carlyle, Ruskin, Newman, Arnold, Huxley, Dickens, Thackeray, Stevenson, and Hardy. In addition to the wide reading in the course each student selects the work of some one writer for more extended reading, out of which usually grows, through interest on the part of the student, a special report to the class, taking an entire period or even a longer time. In this course the principal movements of thought in the nineteenth century appear through their expression in the works of the chief writers of the period already indicated.

The second sequence in the junior year, which deals with English language includes English Discourse Structure, History and Development of the English Language and Advanced Writing.

COURSES IN ENGLISH LANGUAGE

The course in English Discourse Structure has for its purpose an understanding of the structure of English discourse. It includes grammar, but more than grammar. The course does not deal with the development of ability in English expression. It is limited to those practical phases of grammar which enable the student to understand his own discourse and to become self-dependent in correcting and developing his own speech, both oral and written. The course in History and Development of the English Language deals with the nature of language and shows how the English language originated and developed. In the course in Advanced Writing opportunities are offered for English composition. Students write on subjects of interest to them which grow out of the course itself, out of the other courses which they are taking in other fields or out of individual interests.

SENIOR COURSES IN LITERATURE

In the first quarter of the senior year Shakespeare is studied and students read representative plays from each period of his literary activity. Class work consists of oral discussions and oral reading of sections of different plays. The second quarter is devoted to English Literature of the Age of Puritanism and Classicism. Milton's Paradise Lost and Bunyan's Pilgrim's Progress are read, together with selected writings of Dryden, Swift and Pope. Each student selects one secondary author of the period and reads widely in his writings and makes an oral report to the class. Puritan ideals and the nationalistic ideals of the age of classicism appear incidentally. The third course in this sequence in the senior year is entitled The Romantic Movement in English Literature. Among the writers whose works are read are Thomson, Collins, Gray, Goldsmith, Burns, Wordsworth, Coleridge, Shelley, Keats, Scott and Lamb. The student notes intellectual and social causes of the movement as he studies its expression in the great literature of the period and he observes incidentally the attitudes toward the fine arts and the political and economic philosophy of the period. He can not help noting other social phenomena such as the industrial revolution, the French and American revolutions and the growth of nationalism.

In the senior year, in a second sequence in literature, one quarter is devoted to Contemporary European Literature and two quarters to American Literature. In the fall quarter in the course in Contemporary European Literature, there is extensive reading of the more significant recent writers in Europe whose work may be found in English translation. Writers of such varied points of view as Thomas Mann, Gerhardt Hauptmann, Jakob Wassermann, Romain Rolland, Maxim Gorky, Knut Hamsun, and Sigrid Undset are studied in an attempt to interpret the thought of our own day. Contemporary writers in England are also studied. In the first quarter of American Literature there is wide reading in both European and American literature which has influenced the development of our culture. In this quarter chief attention is given to the writers of New England and the South. The student sees through the literature of this period: the English background of Puritan and

Cavalier; the philosophy of the French revolution; unitarianism, transcendentalism;—all of which strengthen the spirit of individualism. In the second quarter contemporary American literature is read and the student notes the modification of the earlier ideals of individualism under the influence of science and later European social philosophy as well as by changing industrial conditions. The latter part of the course is devoted to post-war literature.

ADVANCED COURSES IN WRITING

Further courses in writing are elective in the junior and senior years. The first is entitled Creative Writing, which is a conference course designed for students who have demonstrated unusual talent in writing. Not even all students taking English as their first teaching subject are advised to take the course in Creative Writing, but a few who have special ability should do so; other students not taking English as their first or second teaching subject but who have unusual ability in writing may also take this course. Students are allowed large freedom in choosing the type of writing which they will do, which may be short story, essay, verse, or drama. The course does not attempt to prepare writers, but merely to give students the opportunity to do creative writing under the guidance of teachers who are more familiar with good writing than they are themselves. In addition to the course in Creative Writing a year course in journalism may be taken in this sequence. This course is designed for teachers who will conduct high school papers.

SPECIAL PROGRAMS IN ENGLISH

Students who choose English as their first teaching subject take 48 or 60 units. Those who take a 60-unit sequence are prepared to teach all of the English in any high school. The freshman required course is included in addition to the 60 units. The 60-unit sequence includes the following courses:

1a, 1b, 1c. General Literature and English Expression, 12 units

101a, 101b, 101c. World Literature, 12 units

202. English Literature of the Middle Ages, 4 units

203. English Literature of the Sixteenth Century, 4 units

204. English Literature of the Nineteenth Century, 4 units

205. English Discourse Structure, 4 units

206. History and Development of the English Language, 4 units

207. Advanced Writing, 4 units

208. Shakespeare, 4 units

209. English Literature of the Age of Puritanism and Classicism, 4 units

210. The Romantic Movement in English Literature, 4 units

211. Contemporary European Liteurature, 4 units

212a, 212b. American Literature, 8 units

The 48-unit sequence in English is the minimum which a student may take if he chooses English as his first teaching subject. The 48 units,

however, are in addition to the required course in the freshman year so that in fact the student who chooses this sequence takes 60 units in English. The courses are as follows:

1a, 1b, 1c. General Literature and English Expression, 12 units

101a, 101b, 101c. World Literature, 12 units

202. English Literature of the Middle Ages, 4 units

203. English Literature of the Sixteenth Century, 4 units

204. English Literature of the Nineteenth Century, 4 units

205. English Discourse Structure, 4 units

206. History and Development of the English Language, 4 units

207. Advanced Writing, 4 units

211. Contemporary European Literature, 4 units

212a, 212b. American Literature, 8 units

Students who choose English as a second teaching subject will take either 24 or 36 units in addition to the required freshman course. The courses which are included in the 36-unit sequence are as follows:

1a, 1b, 1c. General Literature and English Expression, 12 units

101a, 101b, 101c. World Literature, 12 units

202. English Literature of the Middle Ages, 4 units

203. English Literature of the Sixteenth Century, 4 units

204. English Literature of the Nineteenth Century, 4 units

205. English Discourse Structure, 4 units

211. Contemporary European Literature, 4 units

212a, 212b. American Literature, 8 units

The 24-unit sequence which also includes the freshman course in addition to the 24 units is as follows:

1a, 1b, 1c. General Literature and English Expression, 12 units

101a, 101b, 101c. World Literature, 12 units

202. English Literature of the Middle ages, 4 units

203. English Literature of the Sixteenth Century, 4 units

204. English Literature of the Nineteenth Century, 4 units

FINE ARTS

One course in fine arts is required of all students taking four-year curricula. This course is a part of the cultural foundation core and deals with meanings, values and appreciations in the entire field of the fine arts. The classes in this course meet for two periods a week, one of which is devoted to the art side of the work and the other to music, so that students have an hour a week in each phase of the fine arts throughout the freshman year. This course is described elsewhere and is as follows:

1A, 1B, 1C. Meanings and Appreciations in the Fine Arts, 3 units

FOREIGN LANGUAGE

Courses in three foreign languages are offered: French, German, and Latin. A sufficient amount of work is offered in each language to enable students to choose any one of the three languages as a first teaching subject. They may study these languages in preparation for teaching them or for general cultural purposes. It is possible to take a year of work in a foreign language as a free elective or as an optional subject.

The prime objective in the study of foreign language is conceived to be progressive development in the ability to read the language. To do so without focal consciousness of the discourse involved is the ultimate objective. The aim is to learn to read the thought content by abundant experience in reading it from the beginning. The grammatical lesson type of approach is not used. Emphasis in teaching these languages is placed on the thought and not on forms and syntax. Students are encouraged to read for meaning and not to translate.

Since the acquisition of ability to read with rapidity and accuracy is sought in all of the elementary language courses, composition and even grammar, except such elements as are necessary to reading, are eliminated until the reading ability is mastered. As control over the language grows, the student's interest is increasingly directed to the larger meaning of what he reads, and in proportion to his ability to read does he enter into the spirit of the people whose literature he studies.

FRENCH

A sequence of courses in French is offered which includes sufficient work to prepare a teacher to teach French as a first teaching subject in secondary schools. French may be taken for cultural purposes as an optional subject under the requirements of the General Curriculum and it may also be used as a free elective.

It is believed that in the beginning study of French, vocabulary and syntactical phenomena should be scientifically selected from the most commonly used words and constructions in the language, and that by use of this nucleus in extensive reading the results generally obtained through speaking the language may be attained more economically. Grammar then needs to be taught from the recognition standpoint only, a shorter and easier process than teaching students to construct the language. Thus the aim of the first two years of French is the ability to read. Courses above the sophomore year are planned with the hope of attaining certain other objectives such as ability to understand oral discourse, to speak and to write, to attain an appreciation of French literature, and to understand French life and institutions.

The following courses in French are offered:

1A, 1B, 1C. French Reading, 12 units

101A, 101B, 101C. French Prose and Poetry, 12 units

201A, 201B, 201C. French Literature, 12 units

202. French Discourse Structure, 4 units

203. French Pronunciation and Diction, 4 units

204. Elementary French Conversation, 4 units

205. The French Novel, 4 units

206. Seventeenth Century French Literature, 4 units

207. Nineteenth Century French Poetry, 4 units

208A, 208B, 208C. Advanced French Conversation and Writing, 12 units

209A, 209B. Modern French Literature, 8 units

210. French Life and Institutions, 4 units

FRESHMAN AND SOPHOMORE COURSES IN FRENCH

The freshman course entitled French Reading is a comprehensive course in French, the aim of which is to develop ability to read French with accuracy and rapidity. Only as much grammar is taught as is necessary for reading. Conversation and composition are not emphasized, although there is some French conversation which grows out of the reading. In the sophomore course entitled French Prose and Poetry extensive reading is done in the modern novel, modern drama, and the short story. Throughout the freshman and sophomore years very wide reading is done in both prose and poetry. At the end of the second year ability to read ordinary French is expected to be attained. The test to determine whether the student may continue in French and enter the work of the junior year is based wholly upon his attainment: he may not take advanced courses until he has reached a definite ability to read French rapidly and accurately.

JUNIOR AND SENIOR FRENCH COURSES

The first course in the junior year is the course in French Literature, in which a general survey of French literature is made; special attention is given to the study of the drama, with extensive reading.

In the course in French Discourse Structure as much of grammar is taught as is necessary to understand the language and to make students self-dependent in correcting their own French speech. In French Pronunciation and Diction a study is made of modern spoken French, its sounds and their production, the stress group, and the intonation of the spoken phrase. This is accomplished through the oral interpretation of French literature, using various types of prose and poetry. The use of the phonograph is a feature of the course. A one-quarter course in Elementary French Conversation is introduced in the third quarter of the junior year and conversation and composition are continued in the senior year in Advanced French Conversation and Writing.

The courses in Seventeenth Century Literature and Nineteenth Century French Poetry, offered in the senior year, continue the work of the previous year in French Literature. Modern French Literature includes lectures on the drama and the novel with extensive reading in both of these fields. The course in French Life and Institutions deals with the customs and institutions of modern France and is based upon wide reading in French and lectures by the instructor.

SPECIAL PROGRAMS IN FRENCH

Some students will wish to take less than the full sequence in French in order to make preparation in a second teaching subject. For such students two sequences have been arranged, one consisting of 60 units and the other of 48 units. The 60 unit sequence follows:

1a, 1b, 1c. French Reading, 12 units

101a, 101b, 101c. French Prose and Poetry, 12 units

201a, 201b, 201c. French Literature, 12 units

202. French Discourse Structure, 4 units

203. French Pronunciation and Diction, 4 units

204. Elementary French Conversation, 4 units

205. The French Novel, 4 units

206. Seventeenth Century French Literature, 4 units

207. Nineteenth Century French Poetry, 4 units

For students who wish to devote only 48 units to French in order to have a liberal amount of time for preparation to teach one or two other subjects, a 48 unit sequence has been arranged which consists of the following courses and one additional year's work:

1a, 1b, 1c. French Reading, 12 units

101a, 101b, 101c. French Prose and Poetry, 12 units

201a, 201b, 201c. French Literature, 12 units

GERMAN

The courses in German are planned for three groups of students: a) those who are planning to teach modern languages in the high school and wish to take German as their first or second teaching subject; b) those who desire to study German as a part of their cultural background studies or as a year of free elective; and c) those who wish to secure a reading knowledge of German as a basis for later study in education. While an elementary knowledge of German may be acquired in one year, students are urged to take at least two years of study in this field. They are permitted, however, to take a single year's work if it seems desirable.

The same general plan is followed in German as in other languages. The aim in the first two years is ability to read with rapidity and accuracy. Technical grammatical study and the work in prose composition are postponed to the junior year, and the freshman and sophomore courses are devoted wholly to learning to read the language. Sufficient work in German is offered to enable students who have taken no previous work in the subject to secure ample preparation to teach German in secondary schools.

The list of courses in German follows:

1A, 1B, 1C. German Reading, 12 units

101A, 101B, 101C. German Prose and Poetry, 12 units

201A, 201B, 201C. History of German Literature, 12 units

202. German Discourse Structure, 4 units

203. **Elementary German Conversation,** 4 units
204. **German Life and Institutions,** 4 units
205. **Schiller's Works,** 4 units
206. **Goethe's Works,** 4 units
207. **Goethe's Faust,** 4 units
208. **Modern German Drama,** 4 units
209. **The German Novel,** 4 units
210. **German Lyric Poetry,** 4 units
211A, 211B, 211C. **Advanced German Conversation and Writing,** 12 units

GERMAN COURSES IN THE FRESHMAN AND SOPHOMORE YEARS

The first year's work in German is based on reading which progresses from easily understood sentences to the more complicated forms characteristic of the German language. As in French, the grammar is incidental and for recognition purposes only.

The second year's work aims to give, through class reading and outside reading, sufficient experience in getting meaning from the printed page so that at the end of the year students are able to read rather than decipher German. The basis for the second year's work is found in literature of the nineteenth and twentieth centuries, chiefly the short story with representative studies in the drama and the lyric.

ADVANCED COURSES IN GERMAN

The third year's work begins the systematic study of literature in a survey course dealing with the history of German literature from the ninth century to the present day. Extensive reading continues to be the essential characteristic of the course, with class discussions that aim to develop appreciation of the literary qualities of the works read. Parallel with this course in literature there are offered three courses aiming at the development of ability to speak and write the language. These courses are strongly recommended in the junior year for the students who are preparing to teach German.

Similarly the courses open to seniors, and in some cases to able juniors, are both literary and practical. Those who expect to teach the language should take both types of courses. Those who are interested in German chiefly for its cultural value may prefer to take only the literary courses. In the senior year translation as an art is discussed and put into practice.

SPECIAL PROGRAMS IN GERMAN

The 60 unit sequence in German includes the following courses:

1a, 1b, 1c. German Reading, 12 units
101a, 101b, 101c. German Prose and Poetry, 12 units
201a, 201b, 201c. History of German Literature, 12 units
202. German Discourse Structure, 4 units
203. Elementary German Conversation, 4 units

204. German Life and Institutions, 4 units

205. Schiller's Works, 4 units

206. Goethe's Works, 4 units

207. Goethe's Faust, 4 units

The 48 unit sequence in German is the same as the 60-unit sequence except that the last year's work is omitted. The 36-unit sequence consists of the first three years' work.

LATIN

The work in Latin does not include beginning courses for those who have never studied the language. It is assumed that students who enter the Latin classes have had four years of Latin in high school, and have acquired a reasonable degree of ability to read Latin. The program of courses has been planned, therefore, to give students an opportunity to continue to read Latin. Principles of grammar are acquired incidentally to reading in the first two years and only as they function in reading and a knowledge of them becomes necessary for the clear understanding of the thought encountered in the reading. A course in the principles underlying Latin discourse structure is offered in the junior year in order to enable students to understand the structure of the language. The principle followed is that language should come before grammar.

The work of each year of Latin, beginning with the first, is so organized as to contain the most significant material for reading. Students who expect to teach Latin in high school should also prepare to teach one or two other subjects. An examination of teaching combinations in the high schools of Illinois indicates the prevalence of certain combinations with Latin and students are advised in terms of this information in selecting their second teaching subject.

For students who enter college with but one or two years of Latin in high school, two years of work in Latin may be taken which consist largely of extensive reading of Latin prose and poetry. These courses are not listed here, but they are arranged whenever there is a sufficient number of students to form a class. These courses receive college credit, but in order to make Latin a first teaching subject students must take at least 48 units in addition to these elementary courses. Such students may, however, enter the regular freshman classes in Latin if they show in a placement test special ability in reading Latin.

Students who choose Latin as a first teaching subject ordinarily take 48 or 60 units of Latin, which is in addition to four years of high school Latin or the equivalent. The complete list of Latin courses follows:

1A, 1B, 1C. Latin Prose and Poetry, 12 units

101. Roman Historical Literature, 4 units

102. Latin Essay and Biography, 4 units

103. Latin Comedy, 4 units

201. Latin Lyric Poetry, 4 units

202. Latin Elegiac Poetry, 4 units

203. The Latin Epigram, 4 units

204. Latin Satire, 4 units

205. Latin Discourse Structure, 4 units

206. Latin-English Etymology, 4 units

207. Elementary Latin Writing, 4 units

208A, 208B. Advanced Latin Prose and Poetry, 8 units

209. Roman Life and Institutions, 4 units

210A, 210B, 210C. Advanced Latin Writing, 12 units

COMPREHENSIVE READING COURSES IN FRESHMAN AND SOPHOMORE YEARS

The first year's work in Latin offered under the title, Latin Prose and Poetry, is an exploratory course depending upon wide reading. Students read Latin extensively, but they do not read any particular author or type of Latin literature exclusively. Progressive development in the ability to read Latin is the object of the year's work. More intensive study of particular authors and types is reserved for the intensive courses of the later years. Much freedom is allowed in the choice of selections to be read, and the content of the course is likely to vary from year to year. The test at the end of the year for every student is not the amount of Latin read, but the ability to read Latin which has been attained.

The second year's work consists largely of Latin prose literature and is comprehended under three separate titles. It begins with what is generally considered to be the simplest forms of prose literature, and wide reading of material valuable and interesting in itself and of progressive difficulty is encouraged. As in other courses, outside reading of Latin is done. The first of the three quarter courses is entitled Roman Historical Literature and includes selections from Livy and Sallust. The second course is entitled Latin Essay and Biography. In this course Cicero's De Amicitia and Tacitus' Agricola, which represents the most beautiful biography in ancient literature, are read. The third course in the sophomore year is one in Latin Comedy; at least one play is read from Plautus and one from Terence.

LATIN LANGUAGE AND LITERATURE

The third year of Latin is devoted largely to the reading of poetry, including Latin lyric and elegiac poetry with a possible alternation with the epigram and satire. The courses in this sequence are entitled Latin Lyric Poetry, Latin Elegiac Poetry, The Latin Epigram, and Latin Satire.

In the junior year a course entitled Latin Discourse Structure is offered. The purpose of this course is to enable students who expect to teach Latin to understand the meaning of the language and to criticise it in terms of principles of discourse structure which apply to Latin. This course includes only as much grammar as meets an essential need for the understanding of discourse. Another course which is offered but which it may not be possible for all students to take is entitled Latin-English Etymology. This course includes the study of the origin and development of language. The history of the English language is studied with special references to its Latin element. A course in Elementary Latin Writing is offered. Every student who takes Latin as a first teaching subject should take all three of these courses.

In the fourth year an advanced course is offered entitled Advanced Prose and Poetry, extending through two quarters. This course like the beginning course in the freshman year is exploratory in the sense that it offers an opportunity for wide and varied reading. In this course students are given opportunity to read according to their needs and preferences, if these are well founded. The prospective teacher of Latin may wish to read Caesar's Civil War, Vergil's Eclogues and Georgics, Cicero's Letters, and Pliny. These selections are suggested as the basis of this course but are not obligatory. The spring quarter of the senior year is devoted to a course entitled Roman Life and Institutions. Through wide and varied reading during the preceding years the students have acquired an understanding of the customs and institutions of the Roman people and their contributions to our own civilization. They now have a further opportunity to read about the life, the institutions, and the civilization of these people.

A year's work in Latin writing is offered under the title Advanced Latin Writing. In this course a good deal of reading of easy Latin prose for the purpose of study of style will be done. Ability to write Latin fluently is expected at the end of the year. This course may be taken only in the senior year and, then, only by students who have demonstrated real aptitude for Latin and who are taking 72 units in Latin.

SPECIAL PROGRAMS IN LATIN

The 60 unit sequence in Latin for students who have had no previous work in Latin includes the following courses:

1a, 1b, 1c. Latin Prose and Poetry, 12 units

101. Roman Historical Literature, 4 units

102. Latin Essay and Biography, 4 units

103. Latin Comedy, 4 units

201. Latin Lyric Poetry, 4 units

202. Latin Elegiac Poetry, 4 units

203. The Latin Epigram, 4 units

205. Latin Discourse Structure, 4 units

206. Latin-English Etymology, 4 units

207. Elementary Latin Writing, 4 units

208a, 208b. Advanced Latin Prose and Poetry, 8 units

209. Roman Life and Institutions, 4 units

The 48 unit sequence in Latin is the same as the 60 unit sequence with the omission of the last year's work.

The 36 unit sequence in Latin includes the following courses:

1a, 1b, 1c. Latin Prose and Poetry, 12 units

101. Roman Historical Literature, 4 units

102. Latin Essay and Biography, 4 units

103. Latin Comedy, 4 units

201. Latin Lyric Poetry, 4 units

202. Latin Elegiac Poetry, 4 units

203. The Latin Epigram, 4 units

HEALTH AND SPORTS

The division of health and sports education exists for a three-fold purpose: a) to serve the needs of the state in preparing special teachers of health, sports and recreation; b) to provide for students not enrolled in one of the special curricula in health and sports education a type of recreational and health activities which contributes to their own personal development; c) to offer courses in social and personal health and hygiene for all students enrolled in the teachers college.

The curriculum in health and sports education for men prepares students for teaching positions in health and sports education and athletic coaching. The curriculum for women emphasizes health and sports for women and preparation to teach and supervise similar work for girls in elementary and secondary schools and colleges. The terms, games and sports, do not refer to intercollegiate athletic contests but to recreational activities. Some attention is given to preparation to coach the major athletic sports but that is not the main aim of the curriculum. Games and sports for recreational and developmental purposes and health education receive the chief consideration.

GENERAL NATURE OF COURSES

Both curricula are arranged to present a comprehensive background of introductory courses during the first two years with opportunity to study special fields intensively during the junior and senior years. It is possible for men to secure adequate preparation in athletic coaching as well as in general physical and health education. For complete preparation in these fields 60 units are required as a minimum. Men who desire to do so may choose physical and health education without athletic coaching. Most students in this division, taking health and sports as their first teaching subject, select some other subject for their second teaching field. They take at least 48 units in health and sports. Certain students, after consultation with the director of the division, may be permitted to take a sequence of 96 units in the field of health and sports for the purpose of becoming a supervisor or director of physical education.

In general the courses for men and those for women have the same titles. Men and women meet in separate classes and the content of the several courses is adapted to their different needs. Relatively few students are allowed to take the complete program. Most students pursue a shorter sequence in this field and choose some other subject as a second teaching subject. The complete list of courses follows, including those required in other curricula as a part of the recreational program of the college:

1A, 1B, 1C. Recreational Activities, 2 hours a week (Required of all freshmen except those in the division of health and sports education)

2A, 2B, 2C. Social and Personal Hygiene, 1 hour a week (Required of all freshmen except those in the division of health and sports education)

3A, 3B, 3C. **Elementary Developmental Activities and Health,** (Introductory comprehensive course for both men and women, with separate sections for each)

101A, 101B, 101C. **Games and Sports,** 2 hours a week (Required of all sophomores except those in the division of health and sports education)

102A, 102B, 102C. **Social and Personal Hygiene,** 2 hours a week

103A, 103B, 103C. **Advanced Developmental Activities and Health,** (Comprehensive sophomore course for both men and women, but with separate sections for each)

104A, 104B, 104C. **Anatomy and Physiology,** 12 units

201. **Physiology of Exercise,** 4 units

202. **Food and Nutrition,** 4 units

203. **Advanced Hygiene and the Principles of Health,** 4 units

204. **Intra-mural Sports and Their Coaching,** 4 units

205. **Swimming and Life-Saving and Their Coaching,** 4 units

206. **Community Recreation and Playground Supervision,** 4 units

207A, 207B, 207C. **Advanced Recreational Activities,** 12 units

208A, 208B, 208C. **Orthopedic Activities and Gymnastics,** 12 units

209A, 209B, 209C. **Sports and Their Coaching,** 12 units

210. **Physiotherapy,** 4 units

211. **Health Supervision of Elementary and Secondary School Pupils,** 4 units

212. **Folk, Tap and Natural Dancing,** 4 units (Course for women)

213. **Self-defense Activities,** 4 units (Course for men)

214. **Training and Conditioning High School Athletes,** 4 units (Course for men)

215. **High School Athletics and Their Organization and Management,** 4 units (Course for men)

216. **Care and Treatment of Athletic Injuries,** 4 units (Course for men)

FRESHMAN AND SOPHOMORE COMPREHENSIVE COURSES

The three fundamental courses are the same for both men and women, namely: a) Elementary Developmental Activities and Health, b) Advanced Developmental Activities and Health, and c) Anatomy and Physiology. These three courses are taken in the freshman and sophomore years. They constitute the basic prerequisites to further study in this division. Students are not able to advance to the work of the junior year until they have completed this work satisfactorily and have also demonstrated considerable aptitude for the kind of work offered in this division. Special classes in individual gymnastics are provided for students who need such work.

The courses in Elementary Developmental Activities and Health, and Advanced Developmental Activities and Health are comprehensive courses in which students, first, gain experience in a wide range of games, sports, and dancing, learning the elements of many games or dances and, second, learn a few games, sports and dances with considerable thoroughness, to some extent choosing those in which they will do the intensive work.

The course in Elementary Developmental Activities and Health, in the women's classes, includes the sports and activities of the seasons, elementary, natural and folk dancing and health instruction. The sophomore course entitled Advanced Developmental Activities and Health continues the freshman course and enables students to engage in a wide range of sports and activities, including the major sports for women and natural dancing. These two courses complete the comprehensive sequence and pave the way for more intensive activities in specialized fields. Men's classes in these same courses include work in marching, calesthenics, indoor games, tumbling, apparatus work, baseball, football, basketball, speedball, playgroundball, track and field athletics, mass games and other minor sports. These activities are organized on a seasonal basis and are well graded throughout the two years, but there is no prearranged order. The ability, experience and needs of the several classes determine the arrangement of the experience.

The course in Anatomy and Physiology begins with a detailed study of the gross structure of the human body and a special study is then made of joints, ligaments, and muscles in preparation for applied anatomy. The fundamental facts of the physiology of muscle and nerve, the central nervous system, blood and lymph, circulation and respiration, digestion, secretion and special senses are thoroughly studied. In the applied phases of anatomy and physiology the mechanics of muscular movements with special attention to gymnastics and athletics are considered. In applied physiology the effects of bodily exercises on bones, joints and muscles, as well as the effects of training on heart and lungs are considered. Bodily exercises in relation to metabolism and tests of condition are features of the course.

JUNIOR AND SENIOR COURSES

The course in Physiology of Exercise deals with a study of the physiological effects of exercise upon the human body. Laboratory exercises, such as definite studies in effect of exercises on human body, are carried on. The course in Foods and Nutrition includes a study of the significance of food in daily life to enable students to secure better understanding and importance of nutrition in health, the essentials of an adequate diet, and the cost of food in relation to nutritive value and family income. Advanced Hygiene and Principles of Health provides students with a subject matter background for teaching hygiene in the elementary and secondary school.

The course in Intra-mural Athletics begins a second sequence and consists of advanced work in games and sports which furnish a basis for the intra-mural program for pupils in the upper grades and in the secondary school.

In Swimming and Life-saving and Their Coaching students are taught swimming and life-saving and how to teach them to elementary and secondary school pupils.

The course in Community Recreation and Playground Supervision considers the organization and administration of community recreation, the relation of the director of physical education to such activities and

the construction of equipment for small communities and school playgrounds and play areas. It also includes a study of the play of school children and its direction and supervision.

Physiotherapy includes orthopedic work with special emphasis on nerve affections such as paralysis, the study of faulty muscle coordination, and poor posture. There is an opportunity to do clinical work with children in the training school. Examination and treatment of cases are features of the course.

Students in this division take a course extending through the Junior year entitled Advanced Recreational Activities, in which women engage in the major sports for women and study the coaching of these sports. Skill and efficiency tests for elementary school children are given. The course also includes Danish gymnastics, elementary clog and tap dancing, as well as advanced work in natural dancing.

The course in Orthopedic Activities and Gymnastics is the fundamental course of the senior year and deals with physical examinations and the detection of the common defects in all classes of students and the application of corrective procedures. A wide range of work is given in corrective activities including individual activities. The theory of corrective work is studied intensively.

The course entitled Sports and Their Coaching is designed for men who wish to prepare themselves to be athletic coaches. An intensive study is made of football, basketball, baseball, and track and field athletics. The theory of each of these sports receives advanced treatment and the coaching of these sports is discussed. Men may take this course as a part of the regular four-year curriculum in health and sports education, in case they wish to prepare to be coaches. Students in other divisions who are interested in athletics and who have had adequate experience in these sports may also take the course. It may be taken by quarters. Football is covered in the fall, basketball in the winter, baseball and track and field in the spring. Men who plan to be athletic coaches should take the course entitled Care and Treatment of Athletic Injuries and also the course in Training and Conditioning of High School Athletics. If such men plan to be directors of athletics they should also take the course in High School Athletics and Their Organization and Management. With the approval of the director of the division, the course in Sports and Their Coaching may be taken by men who desire to be coaches in place of the senior fundamental course in Orthopedic Activities and Gymnastics.

In Care and Treatment of Athletic Injuries, a course for men, a study is made of the common athletic injuries and their methods of treatment. Consideration is given to first aid, bandaging and the use of heat, light and massage. Experience is given in diagnosis and practice under supervision.

The course in Self-defense Activities gives men experience in boxing and wrestling under the supervision of an instructor and an opportunity to study the theory of these activities.

SPECIAL PROGRAMS IN HEALTH AND SPORTS

The courses in health and sports education in most cases have identical titles for both men and women but in most instances there are

separate classes and the work is adapted to the needs of the students. The complete sequence of courses for men follows:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units

103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

104a, 104b, 104c. Anatomy and Physiology, 12 units

201. Physiology of Exercise, 4 units

202. Food and Nutrition, 4 units

203. Advanced Hygiene and the Principles of Health, 4 units

204. Intra-mural Sports and Their Coaching, 4 units

205. Swimming and Life-saving and Their Coaching, 4 units

206. Community Recreation and Playground Supervision, 4 units

207a, 207b, 207c. Advanced Recreational Activities, 12 units

208a, 208b, 208c. Orthopedic Activities and Gymnastics, 12 units

209a, 209b, 209c. Sports and Their Coaching, 12 units

210. Physiotherapy, 4 units

211. Health Supervision of Elementary and Secondary School Pupils, 4 units

213. Self-defense Activities, 4 units

214. Training and Conditioning High School Athletes, 4 units

215. High School Athletics and Their Organization and Management, 4 units

216. Care and Treatment of Athletic Injuries, 4 units

The courses for women vary only a little in title from those for men and are as follows:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units

103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

104a, 104b, 104c. Anatomy and Physiology, 12 units

201. Physiology of Exercise, 4 units

202. Food and Nutrition, 4 units

203. Advanced Hygiene and the Principles of Health, 4 units

204. Intra-mural Sports and Their Coaching, 4 units

205. Swimming and Life-saving and Their Coaching, 4 units

206. Community Recreation and Playground Supervision, 4 units

207a, 207b, 207c. Advanced Recreational Activities, 12 units

208a, 208b, 208c. Orthopedic Activities and Gymnastics, 12 units

210. Physiotherapy, 4 units

211. Health Supervision of Elementary and Secondary School Pupils, 4 units

212. Folk, Tap and Natural Dancing, 4 units

A sequence of courses for men who wish to study health and sports to a more limited extent than is required by the complete program includes a 60-unit or a 48-unit sequence. The 60-unit sequence follows:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units

103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

104a, 104b, 104c. Anatomy and Physiology, 12 units

201. Physiology of Exercise, 4 units

202. Food and Nutrition, 4 units

203. Advanced Hygiene and the Principles of Health, 4 units

204. Intra-mural Sports and Their Coaching, 4 units

205. Swimming and Life-saving and Their Coaching, 4 units

206. Community Recreation and Playground Supervision, 4 units

210. Physiotherapy, 4 units

211. Health Supervision of Elementary and Secondary School Pupils, 4 units

213. Self-defense Activities, 4 units

The 48 unit sequence is the same as the 60 unit sequence except that it omits the last year's work.

Women who wish to study health and sports to the extent of a 60 unit sequence may take the following courses with choice of one additional year's work from the remaining courses:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units

103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

201. Physiology of Exercise, 4 units

202. Food and Nutrition, 4 units

203. Advanced Hygiene and the Principles of Health, 4 units

204. Intra-mural Sports and Their Coaching, 4 units

205. Swimming and Life-saving and Their Coaching, 4 units

206. Community Recreation and Playground Supervision, 4 units

The 48 unit sequence for women is the same as the 60 unit sequence except that one year's work is omitted.

Men who wish to become coaches of athletics and at the same time secure preparation to teach some other subject in another field may take the following courses:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units

103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

209a, 209b, 209c. Sports and Their Coaching, 12 units

214. Training and Conditioning High School Athletes, 4 units

215. High School Athletics and Their Organization and Management, 4 units

216. Care and Treatment of Athletic Injuries, 4 units

In the case of both men and women it is possible to take a shorter sequence of courses and include preparation to teach one or two other

subjects. A 36-unit sequence for both men and women includes the following:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units
104a, 104b, 104c. Anatomy and Physiology, 12 units

The 24-unit sequence for men includes the fundamental courses in the freshman and sophomore years. The 24-unit sequence for women includes the same courses. The sequence is as follows:

3a, 3b, 3c. Elementary Developmental Activities and Health, 12 units
103a, 103b, 103c. Advanced Developmental Activities and Health, 12 units

Both men and women who take the short sequences are qualified to assist with sports work, in the elementary and secondary schools.

HOME ECONOMICS

The courses in home economics are designed to prepare teachers of that subject for work in elementary and secondary schools including supervisors of home economics. Special preparation is offered for teaching home economics in high schools organized under the Smith Hughes Act and the four-year curriculum for teachers and supervisors of home economics is approved for that purpose. The courses in home economics are organized under a principle similar to that under which courses in other curricula are described.

The complete sequence of courses in home economics includes the related sciences. The entire sequence is necessary for the preparation of a teacher qualified under the Smith-Hughes Act or for a supervisor of home economics in elementary and secondary schools. The list of courses follows:

1A, 1B, 1C. General Home Economics, 12 units
101. Costume Design and Construction, 4 units
102. Clothing Selection and Construction, 4 units
103. Clothing Construction and Appreciation, 4 units
104. Household Biology, 4 units
105. Household Bacteriology, 4 units
106. Physiology, Hygiene and the Principles of Health and Sanitation, 4 units
201A, 201B. Household Chemistry, 8 units
202. Household Physics, 4 units
203. Food Selection, Preparation and Serving, 4 units
204. Marketing, Meal Planning and Serving, 4 units
205. Food Investigations and Experimental Cooking, 4 units
206. Home Planning and Furnishing, 4 units
207. Home Management, 4 units
208. Child Welfare and Health, 4 units
209. Dietetics and Nutrition, 4 units

210. **Preventive Medicine and Home Nursing,** 4 units
211. **Home Administration,** 4 units
212. **Art Applied to Clothing and the Home,** 4 units
213A, 213B. **Textiles and Advanced Clothing,** 8 units

FRESHMAN AND SOPHOMORE COMPREHENSIVE COURSES

The first course in home economics offered in the freshman year under the title of General Home Economics is a comprehensive course which deals with foods and cooking, clothing, including elementary work in textiles, the home, nutrition, home management and family relationships. It is intended to introduce the whole subject comprehensively and it is organized into a series of units which are introductory to all of the other work in home economics.

In the sophomore year a sequence of courses occurs which constitutes a comprehensive course in clothing with titles as follows: Costume Design and Construction; Clothing Selection and Construction; and Clothing Construction and Appreciation. The course in Costume Design and Construction is primarily a course in art applied to dress and costume which offers an opportunity to study clothing in relation to personality with an interpretation carried over into dress through a study of color, design and texture combination as applied to dress. There is an opportunity for creative work making use of historic and folk costuming in terms of present day modification. The course in Clothing Selection and Construction offers an opportunity to develop ability in sewing and to select ready made clothing. It involves a study of the design, color, and texture which combined express the individual and his needs. How to judge value in fabrics and design is discussed. In Clothing Construction and Appreciation, the esthetic and modish selection and adaptation of design and texture for the individual as self expression through dress is studied. Other topics are: fine discrimination in the selection of the complete costume and the wardrobe; clothing expenditure in relation to one's standard of living; the responsibilities of the intelligent consumer. A study is made of infant and children's clothing from the hygienic, esthetic and economic viewpoints. These are worked out in actual clothing for children.

APPLIED SCIENCE AND ADVANCED COURSES IN HOME ECONOMICS

A second sequence in the sophomore year deals with Household Biology, Household Bacteriology, and Physiology, Hygiene and the Principles of Health and Sanitation. The content of these courses is suggested by the titles. They are organized and presented with reference to the objectives of this curriculum.

In the junior year the work in science related to home economics is carried forward in two courses entitled, Household Chemistry and Household Physics. These two subjects are integrated and there is no sharp dividing line between the courses which together constitute a year's work in applied physical science.

In the junior year there is introduced a year's work in foods, cooking, meal service, and related activities. The courses bear the titles Food Selection, Preparation and Serving; Marketing, Meal Planning and Serving; Food Investigations and Experimental Cooking.

The course in Food Selection and Preparation is a functional course dealing with selection and preparation of food for breakfasts, lunches, or dinners. Food is selected, prepared, served, and eaten. The complete meal is the center of attention. The proper selection of food gives opportunity for preparation in one of the responsibilities of the home maker in caring for the health needs of the family. In Meal Planning and Marketing, the serving of meals is continued and a study is made of food selection from the nutritional and economic standpoints and what the market affords consistent with the family food budget. Opportunity is given for individual investigation in problems of marketing economically. The purpose of the course entitled Food Investigations and Experimental Cooking is to give the student further participation in planning, buying and preparing meals. The major part of the work of the course is devoted to class and individual investigations in problems of cooking, especially problems of dietetics and food values.

The second course in home economics in the junior year deals with the home and related problems. The courses are Home Planning and Furnishing, Home Management, and the Child Welfare and Health.

The course in Home Planning and Furnishing includes a study of the subject from the historic, artistic, economic, social and sanitary standpoints. It affords an opportunity for the application of design to problems of selection and arrangement of household furnishings such as furniture, draperies, rugs, pictures, and decorative objects. Emphasis is placed upon expression of personality. The course in Home Management gives students opportunities to study efficient and suitable methods of creating home atmospheres which will contribute to the development of character in children, and will make effective use of leisure in the continuation of individual interests. It continues also the study of the family budget given in other courses, showing the relationship of successful family life and basic economic factors. The purpose of the course in Child Welfare and Health is to study the home as a social background for the development of the child and to give students a better understanding and appreciation of the child as a member of the family group. Physical, mental, social and emotional development of children are discussed. Opportunity for observation and care of children is provided.

The first sequence of courses in the senior year includes Dietetics and Nutrition, followed by Preventive Medicine and Home Nursing in the second quarter, and Home Administration in the third quarter.

In Dietetics and Nutrition a study is made of food requirement in individuals and families. Dietaries are planned and prepared in the laboratory to meet the needs of various groups. Emphasis is placed on planning an adequate diet at a low cost. The course in Preventive Medicine and Home Nursing emphasizes the importance of preventive medicine and the responsibility of the home maker in conserving the health of the family. A study is made of varying dietetic requirements in different pathological conditions. Ability to adapt the means usually available in homes to simple nursing is acquired. The course in Home Administration requires residence in the Home Management House for one quarter in the senior year. Opportunity is provided to gain actual experience in the management of the home. The aim is to give experience in the wise use of time, money, and effort in actual home life.

The final courses in the senior year are devoted to Art Applied to the Home, and to an advanced course in Textiles and Advanced Clothing which continues through two quarters. The course in applied art offers opportunity and freedom to develop creative ability based upon a developed judgment and technique. Efforts are directed to both clothing and other general aspects of the home. In the course in Advanced Textiles and Clothing, adaptation of textiles and design to clothes of a distinct character is studied. A systematic testing of practical and modish textiles used for clothing and household purposes is made.

SPECIAL PROGRAMS IN HOME ECONOMICS

For those students who desire to take a less extensive preparation in home economics than is contemplated by the complete sequence of courses, a 60-unit and a 48-unit sequence have been arranged. The courses in the 60-unit sequence are as follows:

1a, 1b, 1c. General Home Economics, 12 units
101. Costume Design and Construction, 4 units
102. Clothing Selection and Construction, 4 units
103. Clothing Construction and Appreciation, 4 units
203. Food Selection, Preparation and Serving, 4 units
204. Marketing, Meal Planning and Serving, 4 units
205. Food Investigations and Experimental Cooking, 4 units
206. Home Planning and Furnishing, 4 units
207. Home Management, 4 units
208. Child Welfare and Health, 4 units
209. Dietetics and Nutrition, 4 units
210. Preventive Medicine and Home Nursing, 4 units
211. Home Administration, 4 units

The 48 unit sequence includes work in general home economics and year sequences in clothing, foods and the home. The courses included in this sequence are as follows:

1a, 1b, 1c. General Home Economics, 12 units
101. Costume Design and Construction, 4 units
102. Clothing Selection and Construction, 4 units
103. Clothing Construction and Appreciation, 4 units
203. Food Selection, Preparation and Serving, 4 units
204. Marketing, Meal Planning and Serving, 4 units
205. Food Investigation and Experimental Cooking, 4 units
206. Home Planning and Furnishing, 4 units
207. Home Management, 4 units
208. Child Welfare and Health, 4 units

It is possible for students who are placing the major emphasis of their preparation on some other subject as their first teaching field to choose home economics as a second teaching field taking a limited number of courses in preparation for this work. The courses included in this sequence are as follows:

1a, 1b, 1c. General Home Economics, 12 units
101. Costume Design and Construction, 4 units
102. Clothing Selection and Construction, 4 units
103. Clothing Construction and Appreciation, 4 units
203. Food Selection, Preparation and Serving, 4 units
204. Marketing, Meal Planning and Serving, 4 units
205. Food Investigations and Experimental Cooking, 4 units

INDUSTRIAL ARTS

The term industrial arts is used to designate the subject matter courses offered in the division of industrial education. There is a wide range of courses in drawing, woodwork, metalwork, and various other aspects of shopwork and drawing. The purpose of these courses is to develop the understanding and the technical ability needed by teachers of shopwork and drawing in the fifth and sixth grades of elementary schools, junior high schools, senior high schools and vocational schools. These courses constitute the subject matter of trade and industrial education.

The complete sequence of courses in shopwork and drawing follows:

1A, 1B, 1C. General Shop Work, 12 units
101A, 101B, 101C. Elementary Woodworking, 12 units
102A, 102B, 102C. Drawing, Design and Drafting, 12 units
201. **Elementary Electrical Theory and Appliances**, 4 units
202. **Electrical Appliances and Construction**, 4 units
203. **Electrical Wiring and Installation**, 4 units
204. **General Machine Shop Work**, 4 units
205. **Automobile Mechanics**, 4 units
206. **Automobile Electricity**, 4 units
207. **Machine Drawing**, 4 units
208. **Machine Design**, 4 units
209. **Architectural Drawing**, 4 units
210. **Carpentry and Building Construction**, 4 units
211. **Pattern Making and Foundry Work**, 4 units
212. **Advanced Cabinet and Furniture Design and Construction**, 4 units
213. **Forge and Machine Work and Tool Making**, 4 units
214. **Advanced Machine Shop Work**, 4 units
215. **Advanced Metal Work**, 4 units
216A, 216B, 216C. Elementary Printing, 12 units
217A, 217B, 217C. Advanced Printing, 12 units
218. **Maintenance of Shop Machinery and Equipment**, 4 units
219. **Advanced Concrete Construction and Design**, 4 units
220. **Brick Laying and Masonry Construction**, 4 units
221. **Advanced Architectural Drawing**, 4 units
222. **Topographical Surveying**, 4 units
223. **Advanced Sheet Metal Work**, 4 units

COMPREHENSIVE INTRODUCTORY COURSES

The freshman course in General Shop Work is an integrated year course which deals with various phases of shop work and drawing and is introductory to all of the other courses. Some general mechanical drawing and shop sketching, as well as the elements of freehand drawing, are included. Household mechanics has a place. The course also deals with the elements of sheet metal work, some phases of electricity, plumbing, concrete work, elementary projects in woodworking, the elements of forging, elementary sheet metal work, a little automobile work, some elements of pattern making and a little experience in printing.

The first course in the sophomore year is a comprehensive year course devoted to woodwork. It is centered entirely around a progressive development of projects in woodworking and it is correlated closely with the parallel course in drawing which all sophomores take. It includes elementary woodwork and carpentry, machine woodwork, elementary and advanced cabinet making and wood finishing. The course deals with projects which develop the necessary understandings and abilities required in teaching woodworking in elementary schools and junior and senior high schools. The parallel year course entitled Drawing, Design and Drafting deals with mechanical drafting, industrial arts design and considerable sheet metal drafting. Some shop work in sheet metal is introduced in connection with sheet metal drafting.

SPECIALIZED COURSES IN JUNIOR AND SENIOR YEARS

The study of industrial arts continues in the junior year in a sequence of courses dealing with electrical theory and construction, with three courses entitled: Elementary Electrical Theory and Appliances, Electrical Appliances and Construction, and Electrical Wiring and Installation. At the beginning of this sequence a study is made of elementary electricity and continues through the construction of electrical apparatus and household appliances. The sequence ends with a one-quarter course in electrical wiring and installation. Codes for electrical installations are studied together with the basic principles of the operation of electro-magnets, induction coils, bells, direct current motors and generators. Attention is given to house wiring, radio repair, storage batteries, meter reading and general testing. The course gives students a practical knowledge of electricity and considerable ability and skill in the actual construction of electrical apparatus. Students who take this course are qualified to teach courses in elementary electricity in junior high schools and are able to deal with units of electricity in other courses.

A second sequence in the junior year deals with General Machine Shop Work, Automobile Mechanics, and Automobile Electricity.

The course in General Machine Shop Work requires somewhat elementary work in metal which is based upon similar work in the freshman year. This course is made practical by centering it around projects. Construction of machines and use of appropriate tools in these projects are the main features of the course. Shop processes and design are correlated with mechanical drafting and mathematics. A course in machine drafting parallels this course. The second course in the metal work

sequence deals with General Automobile Mechanics in which a study is made of the parts of the modern automobile and their operation individually and in relation to the other parts. The course consists of lectures and shop work in tearing down or disassembling and assembling cars and their parts. The design and functions of the various parts are studied. The course in automobile work is continued in the third quarter by a study of Automobile Electricity. Here the electrical equipment of the automobile as a unit which is governed by principles different from the mechanical principles obtaining elsewhere in the automobile, requires a separate and careful study. Principles of operation, service and repairs are stressed. The laboratory work of the course deals with starting motors, batteries, generators, ignition, and lighting systems.

A drawing sequence is introduced in the junior year in three courses entitled Machine Drawing, Machine Design and Architectural Drawing.

The courses in Machine Drawing and Machine Design are one continuous course. After a quarter's work in elementary machine drawing the theories underlying machine design are studied and experience is given in their use. Students gain an insight into the theories underlying machine design which are used in erecting machinery, installing equipment, making alterations, and designing machine parts. The problems on which students work in the laboratory work are of a practical nature and have a direct application in power transmission and metal working machines. One original problem in design is worked out which may deal with an improvement of an existing machine, a new device or a design of a piece of new equipment. The course in Architectural Drawing deals with elementary architectural design through lectures, observation, laboratory research, and a study of architectural plans and specifications made by good architects. A series of original problems in the architectural treatment of walls, floors, windows, roofs, stairs, and molding are solved at the drafting board and serve to develop the technique and the technological sense of the student. Tracing and blueprinting are required. One original design of a complete building is made.

In the senior year several sequences of courses are offered and no student ever takes all of these courses. The first sequence in the senior year consists of courses in Carpentry and Building Construction, Pattern Making and Foundry Work, Advanced Cabinet and Furniture Design and Construction.

The course in Carpentry and Building Construction follows the course in Architectural Drawing taken the previous year. It deals with the general carpentry and the construction of a small building which is used as a class project. In the course in Pattern Making and Foundry Work a pattern is made and the casting is completed. The course in Advanced Cabinet and Furniture Design and Construction deals with the highest types of cabinet construction, including veneering, both flat and curved. The student not only derives the mechanical benefits from work in the finer cabinet woods but cultivates a taste for better cabinet construction. A series of lectures on advanced wood finishing is given. The composition of the various stains and the formulae for varnishes are studied, as well as the general theory of finishing. Each student usually

devotes the entire quarter to the designing, making and finishing of a piece of cabinet construction or furniture.

A sequence of advanced metal work is offered in the senior year consisting of Forge and Machine Work and Tool Making, Advanced Machine Shop Work, and Advanced Metal Work.

The course in Forge and Machine Work and Tool Making begins with general blacksmithing and tool making in which experience is gained in projects in forging, welding, hardening and tempering of spring steel and tool steel. Considerable time is given to tool dressing and polishing. Some machine shop work is included in the course. In the second quarter Advanced Machine Shop Work is studied. Projects are made which use all machine processes. Small tools such as milling cutters, reamers, taps, gauges, farming tools, jigs and templates are made. Advanced work in machining gears such as bevel and mitre gearings and the construction of larger pieces of machinery for the shop are undertaken. The course in Advanced Metal Work, the third course in the sequence, deals with individual projects. Each student designs and makes a piece of machinery.

Another elective sequence in the senior year consists of Maintenance of Shop Machinery and Equipment, Advanced Concrete Construction and Design, and Brick Laying and Masonry Construction. The course in Maintenance of Shop Machinery and Equipment enables students to do actual repair work on all kinds of machines in the woodworking shops, the machine shop and the forge room. It is essential that teachers understand how to do this kind of work. Advanced Concrete Construction and Design enables students to learn to do concrete work such as the construction of roads, driveways, and the foundations for buildings. Brick Laying and Masonry Construction includes the more elementary fundamentals of this subject and should be taken by students who specialize in carpentry and building construction.

Two years of work in printing are offered. The first quarter is open without prerequisite to juniors and seniors. The course deals with the elements of typography including paper and ink, type faces, and the actual setting of type. In the third quarter of the first year advanced printing problems are studied and experience is gained in composition, imposition, and platen press work. In the second year's work multiple imposition, cylinder press work, folding machine and bindery practice and projects of an advanced nature are included. Printing economics is studied including buying material and supplies, keeping shop records, cost-feeding, and estimating. In the final quarter's work in printing the laboratory work emphasizes design in printing projects. The topics covered include methods of illustration in high school publications, layout and design of printing projects, printing inks and papers and related subjects. Some time is spent in making linoleum cuts for letterpress printing.

SPECIAL PROGRAMS IN SHOPWORK AND DRAWING

Several different sequences with slightly different objectives are possible in courses in shopwork and drawing. Certain fundamental courses are required of all students but after completing these requirements stu-

dents may emphasize, a) drawing and design or b) metal work or c) woodwork or d) printing. A student who takes any one of these sequences is well prepared to teach the general phases of industrial arts and especially well prepared in the particular field which he emphasizes. This flexibility makes it possible for students with first teaching fields in other curricula to choose their second teaching field in industrial arts.

A sequence of 84 units emphasizing woodwork and drawing, but including some metalwork, consists of the following courses:

1a, 1b, 1c. General Shop Work, 12 units
101a, 101b, 101c. Elementary Woodworking, 12 units
102a, 102b, 102c. Drawing, Design and Drafting, 12 units
207. Machine Drawing, 4 units
208. Machine Design, 4 units
209. Architectural Drawing, 4 units
210. Carpentry and Building Construction, 4 units
211. Pattern Making and Foundry Work, 4 units
212. Advanced Cabinet and Furniture Design and Construction, 4 units
213. Forge and Machine Work and Tool Making, 4 units
214. Advanced Machine Shop Work, 4 units
215. Advanced Metal Work, 4 units
218. Maintenance of Shop Machinery and Equipment, 4 units
219. Advanced Concrete Construction and Design, 4 units
220. Brick Laying and Masonry Construction, 4 units

Another sequence of courses which emphasizes woodwork, drawing and printing, with a limited amount of metalwork consists of the following courses:

1a, 1b, 1c. General Shop Work, 12 units
101a, 101b, 101c. Elementary Woodworking, 12 units
102a, 102b, 102c. Drawing, Design and Drafting, 12 units
204. General Machine Shop Work, 4 units
205. Automobile Mechanics, 4 units
206. Automobile Electricity, 4 units
210. Carpentry and Building Construction, 4 units
211. Pattern Making and Foundry Work, 4 units
212. Advanced Cabinet and Furniture Design and Construction, 4 units
216a, 216b, 216c. Elementary Printing, 12 units
213. Forge and Machine Work and Tool Making, 4 units
214. Advanced Machine Shop Work, 4 units
215. Advanced Metal Work, 4 units
217a, 217b, 217c. Advanced Printing, 12 units

The sequence of 60 units emphasizing woodwork follows and gives rather complete preparation for this kind of work in the lower grades, and the junior and senior high school:

1a, 1b, 1c. General Shop Work, 12 units

101a, 101b, 101c. Elementary Woodworking, 12 units

102a, 102b, 102c. Drawing, Design and Drafting, 12 units

210. Carpentry and Building Construction, 4 units

211. Pattern Making and Foundry Work, 4 units

212. Advanced Cabinet and Furniture Design and Construction, 4 units

218. Maintenance of Shop Machinery and Equipment, 4 units

219. Advanced Concrete Construction and Design, 4 units

220. Brick Laying and Masonry Construction, 4 units

A 48-unit sequence may consist of the following courses and one additional course chosen from the field of woodwork, drawing, or metal work:

1a, 1b, 1c. General Shop Work, 12 units

101a, 101b, 101c. Elementary Woodworking, 12 units

102a, 102b, 102c. Drawing, Design and Drafting, 12 units

MATHEMATICS

The courses in mathematics are organized primarily to meet the needs of four classes of students and consist of several different kinds of subject matter: a) mathematics appropriate to an integrated program in the elementary school; b) mathematics as a general cultural subject; c) mathematics for departmental teachers of that subject in junior and senior high schools; d) mathematics for students studying other subjects which require some understanding of mathematics as a basic prerequisite.

1 and 102. Elementary Mathematics, 4 units (Primarily for elementary school teachers)

2A, 2B, 2C. General Mathematics, 12 units (Primarily for upper grade and junior high school teachers)

3A, 3B, 3C. General Mathematics, 12 units (Primarily a cultural course for students who do not plan to teach mathematics)

4A, 4B, 4C. General Mathematics, 12 units (An introductory comprehensive course prerequisite to advanced courses in mathematics for students who plan to specialize in mathematics)

101A, 101B, 101C. Mathematical Analysis, 12 units

201. College Geometry, 4 units

202. Descriptive Geometry, 4 units

203. Projective Geometry, 4 units

204. Advanced Calculus, 4 units

205. Differential Equations, 4 units

206. Theory of Equations, 4 units

207. Mathematics of Finance and Insurance, 4 units

208. Mathematics of Statistics, 4 units

209. Mathematical Theory of Statistics, 4 units

210. History of Mathematics, 4 units

COURSES FOR SPECIAL NEEDS

The first course in mathematics, entitled Elementary Mathematics, is intended for elementary school teachers. It deals with the basic conceptions of mathematics which a kindergarten-primary or an intermediate grade teacher needs and it attempts to show also the manner in which mathematics has served the needs of civilization as an instrument of precise thinking.

Students who plan to do departmental teaching in mathematics in the upper grades and junior high schools take a more extended course in mathematics consisting of at least one year's work in the subject, which is comprehended under the title, General Mathematics, and which stresses the types of mathematics now taught in the upper grades and junior high schools. It deals with arithmetic, elementary algebra, concrete geometry, with some elements of trigonometry, analytic geometry, and calculus. Stress is placed upon social and economic aspects of arithmetic as used in daily life. In general those aspects of mathematics which have a distinct human significance are emphasized. Throughout the course the content is adapted to the needs of the students who take the course.

A second course in General Mathematics is intended for cultural purposes and is planned for those students who take the course for that purpose as a part of their cultural background. Such students do not plan to teach mathematics. The cultural and significant phases of the subject which interpret current civilization and life receive the main emphasis.

For students who plan to study extensively in the field of physical science, choosing that subject as their first teaching subject, two year courses in mathematics are recommended, under the titles, General Mathematics and Mathematical Analysis. Students specializing in sciences are in segregated classes in mathematics and are given a type of work especially applicable to their particular needs.

CONTINUITY OF LEARNING IN MATHEMATICS

The main sequence in mathematics, planned for students who choose that subject for their first teaching field or their second teaching field, is organized into a coherent group of courses which provide for consecutive and continuous study of the subject through several years. Mathematics is not looked upon as a series of separate courses but as a coherent field of study amounting practically to one continuous course in the subject.

The various courses in mathematics are planned with the needs of teachers of mathematics always in mind. A great deal of material often found in older courses in mathematics does not appear in these sequences

but it is replaced by more significant types of mathematics and especially by content which is related directly to the materials which a teacher will need.

Applications of mathematics are emphasized throughout all of the work and an attempt is made to lead students to generalize their learning through use. Students are led to apply mathematical principles in science, statistics, and in many other fields to which mathematics bears a functional relationship.

COMPREHENSIVE COURSES IN MATHEMATICS

For students who choose mathematics as a teaching subject the first course is the course in General Mathematics, but the content of this course for those students who take it as the beginning of a three-year or four-year sequence is adapted to this particular end. A good deal of material which lacks present day significance is dropped from the course and replaced by a content no less scholarly which is deemed to be more valuable for teachers. The course deals in an introductory but comprehensive manner with algebra, advanced aspects of plane geometry, solid geometry, trigonometry, analytic geometry and calculus, with applications to modern life and especially to statistics, investments and similar fields. In general this course furnishes an introduction to the science of mathematics. It is the first of the comprehensive courses in this subject.

In the sophomore year mathematics is continued in a second comprehensive course entitled Mathematical Analysis, which carries forward from the freshman year a further study of advanced topics in algebra, solid geometry, analytic geometry and trigonometry, and consists especially of a systematic study of the differential and integral calculus which was begun in the freshman year.

The two comprehensive courses in mathematics offered in the freshman and sophomore years, together with the prerequisite courses in high school mathematics, provide a minimum preparation to teach mathematics as a second teaching subject in high schools. Whenever possible the year's work in geometry offered in the junior year should be added.

ADVANCED GEOMETRY IN THE JUNIOR YEAR

The junior year in mathematics is devoted entirely to geometry and the work is comprehended under three courses entitled College Geometry, Descriptive Geometry and Projective Geometry. This sequence is intended greatly to enlarge the student's conception of geometry and to provide a broad background in that subject. College Geometry deals with advanced aspects of plane and solid geometry and stresses original work. It extends the student's knowledge of the content and methods of Euclidean geometry, and makes a study of the fundamental theorems of modern geometry and the different types of geometries. The course in Descriptive Geometry develops the spacial relations of the point, line and plane and their applications to the study of surfaces. A study is made of projection as related to the respresentation of three-dimensional elements on a plane. Projective Geometry combines the synthetic methods

of geometry with the analytical methods in determining and using the fundamental theorems of modern geometry. Applications in the fields of engineering and advanced mathematics are considered.

ADVANCED COURSES IN MATHEMATICS

In the senior year a sequence of three courses in mathematics is taken by students who choose mathematics as their first teaching subject. The first quarter is devoted to Advanced Calculus in which a further study is made of certain advanced topics in this field. In the second quarter Differential Equations is studied and its applications are stressed. The third quarter is devoted to Theory of Equations which deals with the study of the properties of equations, various methods of approximating the roots of equations, solution of the cubic and biquadratic and symmetric functions of the roots of the equations, determinants and matrices, and theory of the general system of linear equations.

Another sequence of courses is provided in the senior year which consists of Mathematics of Finance and Insurance, Mathematics of Statistics, and Mathematical Theory of Statistics. These are elective courses.

A course in the History of Mathematics is offered, which may be elected in place of one of the foregoing courses in the senior year. It must be taken as a part of every 48 or 60 unit sequence in mathematics.

SPECIAL PROGRAMS IN MATHEMATICS

Students who plan to take mathematics as a first teaching subject are required to take 48 or 60 units in mathematics. This enables them to choose a second teaching subject and to take 48 or 36 units in that subject, or possibly 24 units in each of two other subjects.

The 60-unit sequence includes all of the courses in the 48-unit sequence and one additional year of work, including the following courses:

4a, 4b, 4c. General Mathematics, 12 units

101a, 101b, 101c. Mathematical Analysis, 12 units

201. College Geometry, 4 units

202. Descriptive Geometry, 4 units

203. Projective Geometry, 4 units

204. Advanced Calculus, 4 units

205. Differential Equations, 4 units

207. Mathematics of Finance and Insurance, 4 units

208. Mathematics of Statistics, 4 units

209. Mathematical Theory of Statistics, 4 units

210. History of Mathematics, 4 units

The 48-unit sequence includes the following courses and one additional year chosen from the remaining courses in which History of Mathematics must be included:

4a, 4b, 4c. General Mathematics, 12 units

101a, 101b, 101c. Mathematical Analysis, 12 units

201. College Geometry, 4 units

202. Descriptive Geometry, 4 units

203. Projective Geometry, 4 units

Students who choose mathematics as a second teaching subject will take 36 or 24 units in mathematics which must include either three or two of the following courses:

4a, 4b, 4c. General Mathematics, 12 units

101a, 101b, 101c. Mathematical Analysis, 12 units

201. College Geometry, 4 units

202. Descriptive Geometry, 4 units

203. Projective Geometry, 4 units

MUSIC

The courses in music are designed for four purposes: a) to provide the necessary understandings and abilities and skill in music needed by elementary school and upper grade teachers; b) to prepare supervisors of music in elementary and secondary schools; c) to provide preparation for special high school teachers of music; d) to offer courses which may be taken as free electives by students who have an interest in music.

The following list of courses includes those which occur in the two-year and the four-year curricula for elementary and upper grade teachers, and those required in the four-year curriculum for teachers and supervisors of music in elementary and secondary schools. Students preparing to be special teachers and supervisors of music may take a program consisting of 96 units in music, although it is desirable in many cases for students to take a smaller amount of music and prepare to teach one or more other subjects, for the teaching field often requires the combination of music with some other subject. The complete list of courses follows:

1. **Music Appreciation Through Song,** 4 units
2. **Music Appreciation and Interpretation Through Song,** 4 units
3. **Song Singing and Music Interpretation,** 4 units

4 and 101. **Song Singing, Creative Music and Theory of Composition,** 4 units

5A, 5B, 5C. **Introduction to Music,** 12 units

102A, 102B, 102C. **Band and Orchestral Instruments,** 12 units

103. **Tonal and Rhythmic Elements in Song,** 4 units

104. **Creative Music in the Field of Song,** 4 units

105. **Creative Music in the Instrumental Field,** 4 units

201A, 201B, 201C. **Harmony,** 12 units

202A, 202B, 202C. **Applied Music,** 12 units

203A, 203B. **History of Music,** 8 units

204. **Advanced Creative Music,** 4 units

205. **Ear Training and Dictation,** 4 units

206. **Advanced Conducting,** 4 units

207. Orchestration and Orchestral Conducting, 4 units

208A, 208B, 208C. Musical Production, 12 units

MUSIC FOR ELEMENTARY SCHOOL TEACHERS

The course in Music Appreciation Through Song, the first in the sequence of three courses for kindergarten-primary teachers, aims to give students a rich experience in song singing and at the same time well directed experience in the use of the voice. It seeks to give students a musical vocabulary which forms a basis for further study of music in the various fields. The course follows the principle that students shall make use of the language of music before attacking the study of its notation. Various types of song are used as the material for the course. The following musical elements of the song are brought to students by observation through the ear: mood of the song as indicated by text and music; the musical period, section and phrase; repetition and imitation of the phrase; the motive or melodic germ; rhythm, first in its larger unit, and then in its measure and motive unit; the pulse beat in music; regular accent and the resultant measure. All of these are fixed in mind as mental objects gained through singing, playing and listening, through the ear and not through the eye. Dynamic terms are learned by the student after he has responded to them in singing.

The second course in music for kindergarten-primary teachers, entitled Music Interpretation Through Song has for its objectives a) to further enrich the student's background by a closer study of good music, including instrumental forms; b) to acquaint the student with epochs of development and with nationality in music; c) to introduce students to the instruments of the symphony orchestra as used for certain effects and contrasts in moods and timbre of tone, to the end that they may participate in good music or listen to it with greater pleasure and intelligence. The course further aims to bring the student to a deeper and more comprehensive understanding of the specific rhythmic, tonal and harmonic elements which composers have used in the construction of songs. The analysis of the component parts of the song and its musical content and the well-known principles that guide the musician in his interpretation are accomplished in a concrete manner. Such theory and notation as is at the time necessary to the full understanding of the music is taught but notation and theory follow the musical observation and analysis of the composition. Theory and notation include a practical knowledge of scales, chord and key relationships of tone and their written forms and a practical knowledge of all rhythm types and the several ways of notating them. Through listening lessons in instrumental music the student comes to know some of the standard piano compositions, something of the composers, and becomes acquainted with different "styles" and various forms of compositions. A study of the characteristics of good songs for children and an examination of books and materials in the field of children's musical literature is made.

The third course for kindergarten-primary teachers is Song Singing, Creative Music and Theory of Composition, which deals with two types of creative projects in music which have a definite bearing on music appre-

ciation and include a good deal of song singing. The creative projects include: a) original musical composition; b) the making and playing of musical instruments. Original musical compositions by students give them an opportunity for self-expression, emotional release and gratification for their creative impulses. The classroom procedure includes the following elements: a) suggestions for a subject for a short poem by students; b) development of music to which the words can be sung; c) representation of the songs on the staff, followed by singing of them by the class or playing by the teacher, or both; d) transposition by students of their melodies to another key; e) writing of the song using a beat-note of a different denomination; f) attempts to write these melodies or new ones to the same words in a different meter, which in turn produces a different rhythm. This creative project brings to students definite and practical understanding of the metrical structure of music, including the period, the section, the phrase, and the measure. The making and playing of musical instruments is a project which broadens students' musical horizon and opens through this experience another avenue of appreciation. It gives them first hand experience with music making by other than vocal means. The mechanical difficulties of making an instrument are not allowed to be so great that students are overcome in the attempt.

In the two-year curricula for rural school, intermediate grade and grammar grade teachers, two courses in music are given in which the subject matter of the longer sequence offered to kindergarten-primary teachers is condensed. The same general ground is covered with omission of some topics. The first course is entitled Music Appreciation and Interpretation Through Song and it covers in abbreviated form the same ground which is studied in the first two courses in the kindergarten-primary curriculum. The second course for these teachers is the course entitled Song Singing, Creative Music and Theory of Composition. Students in these various curricula are taught in separate sections.

COMPREHENSIVE COURSES IN MUSIC

In the sequence of courses for special teachers and supervisors of music the freshman comprehensive course is entitled Introduction to Music and it deals with a considerable number of phases of musical experience including both vocal and instrumental music. It is an introduction to all of the other courses. The content of the course aims to give a practical means for the right development of students' musical sense and well directed experience in the use of his voice. Through song singing and listening to phonograph records, students develop a love for good music and an enthusiastic interest in it. Continued throughout the year there will be singing of songs which make an appeal to students' musical sense and listening to phonograph records with observation, through the ear, of musical effects experienced when memorized through repetition, leading to true musical development. Some study is made of band and orchestral instruments through experience in playing these instruments. Elementary phases of harmony are studied and a little practice is given in conducting. Students are also able to participate in staging musical productions. Thus is music comprehensively studied in this introductory course.

In the sophomore year three quarters are devoted to Band and Orchestral Instruments in which a study is made of the instruments of the symphony orchestra, including the string section, the woodwind, the brass and percussion sections. By means of records and playing upon such instruments as are available students become acquainted with the tone color of each instrument. A study is made of the instruments of the symphonic band which are not used in the orchestra, their tone color and their accepted function in this group. In the third quarter of the year a closer study and observation of each of the orchestral and band instruments with special reference to the mechanism and particular technique employed in playing upon each is made. Throughout the year students gain wide experience in playing band and orchestral instruments and at the end of the year several concerts are given. The band and the orchestra furnish music for various school functions.

In the sophomore year, paralleling the study and experience with band and orchestral instruments, is a three quarter sequence in music, the courses of which are entitled Tonal and Rhythmic Elements in Song, Creative Music in the Field of Song, and Creative Music in the Instrumental Field.

The course in Tonal and Rhythmic Elements in Song makes a practical study of the pitch relations of the song, the scale or chord tones and similar problems as sensed in melodic and harmonic progressions arranged in rhythmic groupings such as the phrase, the measure and the motive. Students gain a broad experience in song singing during the quarter, around which the work is centered. The course entitled Creative Music in the Field of Song, in the second quarter, deals with the invention of melodies for suitable texts, provided for that purpose, as a part of a project in which the entire class participates. The completed song is sung and written. Song singing continues to be a feature of the work. Creative Music in the Instrumental Field emphasizes the invention of melodies suitable for strings, woodwind and brass instruments. This course affords students an outlet for a greater melodic and rhythmic range. Experience is gained in playing various instruments in connection with the course.

JUNIOR AND SENIOR COURSES IN MUSIC

In the junior year a course in harmony continues throughout the year. This course includes: a) progressive formation and singing of intervals and triads; principles of chord connection; inversion of triads; the dominant seventh chord and its primary resolution. This part of the course includes assigned melodies and original work. The second phase of the course deals with inversion of the dominant seventh and its regular and irregular resolutions; the diminished and the dominant ninth chords; simple modulations. There is assigned and original work. The third quarter of the course is devoted to an intensive review of the underlying materials stressing original experiments in four-part writing; a more extended use of modulation; a free use of melodic and ornamental tones; choral settings of short poetic texts; the augmented sixth series and writing of piano accompaniments to assigned and original melodies.

The second phase of musical preparation studied in the junior year is entitled Applied Music, which includes individual lessons in voice, piano, organ or upon orchestral and band instruments; participation in a joint recital combining voices and instruments; an individual program by each student in the class room or auditorium.

A course in the History of Music continuing through two quarters is offered also in the junior year. In the first quarter of this course are included the theories and origin of music of the primitive nations; the rise and development of notation, of monophony and polyphony; the contributions of Italian opera; studies of the Eighteenth century composers and their works, to the time of Beethoven. The work of the second quarter deals with the forces contributing to the musical changes at the opening of the nineteenth century; romantic and post-romantic periods; twentieth century tendencies; the study of works and biographies of composers, beginning with Beethoven and including the modern school.

A course in Advanced Creative Music is offered in the third quarter of the junior year which includes original composition in two, three, and four part writing for voices and for instrumental groups. The compositions are written and performed by the class.

MUSICAL PRODUCTION, DICTATION AND CONDUCTING

A year's work is offered in the senior year under the title, Musical Production.

The year course in Musical Production deals with the preparation of scenery and of costumes for staging musical productions. Stagecraft is studied and includes a discussion of the practical technique of stage production, including designing and painting of scenery, stage lighting, and costuming. The object of the course is to give the class an opportunity to prepare for publicly presenting operettas, cantatas, musical comedies or other similar musical programs. The course begins with simple productions and advances through the year with study of all of the related activities in actual connection with the productions which are staged.

Another sequence of three courses in the senior year has for titles: a) Ear Training and Dictation; b) Advanced Conducting; c) and Orchestration and Orchestral Conducting. Each is a one quarter course.

In Ear Training and Dictation the work consists of singing and writing of melodies with various rhythm forms, triads, the dominant seventh chord with inversions, and intervals in both modes. It includes also recognition and singing of modulations, chromatic intervals and altered chords. The course in Advanced Conducting aims to perfect the students in the technique of the baton and to give them practice in interpreting the content of a musical composition to a group of performers to the end that an artistic rendition may be achieved. The course in Orchestration and Orchestral Conducting includes a study of several published orchestral compositions by the class, with special attention to tone color, and color effects secured by a combination of certain instruments; and choral and orchestral arrangements of vocal and instrumental materials which are to be performed by the class and conducted by students.

For students who wish to devote some time to a second subject a sequence in music is arranged which consists of 60 units. The courses are as follows:

5a, 5b, 5c. Introduction to Music, 12 units

102a, 102b, 102c. Band and Orchestral Instruments, 12 units

103. Tonal and Rhythmic Elements in Song, 4 units

104. Creative Music in the Field of Song, 4 units

105. Creative Music in the Instrumental Field, 4 units

202a, 202b, 202c. Applied Music, 12 units

201a, 201b. Harmony.

206. Advanced Conducting, 4 units

A sequence in music which includes 48 units consists of the following courses and two additional years chosen with the approval of the director of the division:

5a, 5b, 5c. Introduction to Music, 12 units

103. Tonal and Rhythmic Elements in Song, 4 units

104. Creative Music in the Field of Song, 4 units

105. Creative Music in the Instrumental Field, 4 units

The 36 unit sequence in music includes the following courses and one additional year's work:

5a, 5b, 5c. Introduction to Music, 12 units

102a, 102b, 102c. Band and Orchestral Instruments, 12 units

NATURAL SCIENCE

The courses in natural science fall into several groups, which are: a) courses in general biological and physical science for elementary school teachers; b) science sequences as a first or second teaching field for junior high and senior high school teachers; c) a cultural course in science designed to interpret certain aspects of contemporary civilization, required of all students who do not take a liberal amount of science as a part of their preparation for teaching.

COURSES FOR SPECIAL PURPOSES

The course entitled Natural Science in Modern Life is the cultural course and is required of all students in four-year curricula except those specializing to a considerable degree in science.

Elementary school teachers, registered in a two-year curriculum, take two quarters of work in General Biological and Physical Science with no other science preceding it. In the four-year curriculum for elementary school teachers the course in Natural Science in Modern Life is first taken by all students and it is followed by a three-quarter sequence in Studies in Biological and Physical Science. In both the two-quarter and the three-quarter sequence in science for elementary school teachers the background for work in science in the elementary school receives the main emphasis. Physical science receives its due proportion of em-

phasis. In the four-year curriculum the three-quarter sequence, preceded by the year's work in science of the cultural foundation type, provides an especially rich background in science for elementary school teachers. In courses which do not have the cultural background course as a prerequisite, some topics from that course receive attention.

Students preparing to do departmental teaching in the upper grades and junior high school should take General Biological Science and General Physical Science in the freshman and sophomore years.

The complete list of courses in natural science include more than any one student will ever take, for the reason that it includes not only the cultural background course in science but also the courses for elementary school teachers, as well as those for students who plan to make science their first or second teaching field in preparation to become secondary school teachers of science. Students who choose science as a first or second teaching field omit the cultural background course entitled Natural Science in Modern Life. The complete list of courses follows:

1A, 1B, 1C. Natural Science in Modern Life, 12 units

2, 101. General Biological and Physical Science, 8 units (An integrated course in science for elementary school teachers in two year curricula)

3A, 3B, 3C. General Biological Science, 12 units

4A, 4B, 4C or 103A, 103B, 103C. General Earth Science, 12 units

102A, 102B, 102C. General Physical Science, 12 units

201A, 201B, 201C. Studies in Biological and Physical Science, 12 units (An integrated course in natural science for elementary school teachers in the four-year curriculum)

104A, 104B, 104C. Plants and Their Evolution and Development, 12 units

105A, 105B, 105C. Animals and Their Evolution and Development, 12 units

202A, 202B, 202C. Economic Botany, 12 units

203A, 203B, 203C. Economic Zoology, 12 units

204A, 204B, 204C. General and Analytical Chemistry, 12 units

205A, 205B. Organic Chemistry, 8 units

206. Physiological Chemistry, 4 units

207A, 207B, 207C. Physical Chemistry, 12 units

208. General Bacteriology, 4 units

209A, 209B, 209C. Advanced Physics, 12 units

210A, 210B. Advanced Electricity, 8 units

211. Modern Physics, 4 units

212. Advanced Mechanics, 4 units

213. Physical Optics, 4 units

214. Thermodynamics and Refrigeration, 4 units

The two courses entitled General Biological and Physical Science and Studies in Biological and Physical Science, the two courses for elemen-

tary school teachers, deal with various units which are applicable to the needs of a teacher who teaches science as a separate subject or as part of an integrated program, in the elementary school. The aim is to bring students into intelligent and appreciative contact with their environment and to enable them to understand the various manifestations of nature and their operation and application in daily life. The material includes both physical and biological science and is arranged with reference to seasonal sequence in order that learning may take place through observation and actual contact with the materials throughout the year.

Students who choose science as their first or second teaching subject take an extended sequence of courses which are designed, first, to provide a broad background in science rather than in any specialized field of science and, second, to build up sufficient specialization in one science to provide the necessary preparation to teach that science as a first teaching subject. The first objective is to prepare a teacher of science and the second a teacher of physics or chemistry or biology. Students who make natural science their first teaching field are qualified to teach one science as a first teaching subject and the other sciences as second teaching subjects. They are also qualified to teach general science in the upper grades and junior high school.

COMPREHENSIVE COURSES IN SCIENCE

The introductory course in General Biological Science is a comprehensive course in science covering the entire biological field. The course entitled General Physical Science deals with the entire field of physical science and, together with the preceding course, is introductory and prerequisite to all other courses in natural science in the special programs.

All students who pursue a sequence of courses in science must take these two courses in the order mentioned before taking up the study of any specialized field of science. These courses deal comprehensively with animal biology, plant biology, physics, chemistry, geology, astronomy, and physical geography, but the sharp lines between these subjects are broken down to some extent, especially that between physics and chemistry. Both of these courses consist of a sequence of units which serves to integrate the material. The course in General Biological Science stresses animal and plant biology, but it includes some necessary correlated physics and chemistry. The course in General Physical Science deals chiefly with physical science but it includes also certain biological implications.

In the course in General Biological Science the chemical, physical and biological factors of life are studied with special emphasis upon the biological phases of the subject. Animals, plants and bacteria are studied as a means toward the practical mastery of the laws governing the welfare and conduct of man in the physical world. Later work in biological science as well as in all other sciences, is based upon this course, for it is the first course taken by students of science. This course is also designed to be of service to students who expect to teach in the upper grades and junior high school since it aims to give a thorough understanding of the principles of animal life as well as of human physiology, bacteriology in relation to personal and public health, and the principles of plant life.

The course in General Physical Science deals with aspects of physics, chemistry, geology, meteorology, weather, climate, astronomy, with biological implications and some related mathematics. In physics the following topics are discussed: the molecular nature of matter; gravitational force and its applications; force and motion; heat, sound and light and their applications in thermodynamics, musical and optical instruments; and a brief and elementary study of electricity. In chemistry the course deals with the fundamental laws and theories of elementary chemistry, including a study of the non-metallic elements, the properties and most important uses of these elements and the preparation of their compounds. Elementary organic chemistry is briefly considered. The metallic elements and their compounds are studied. Some phases of astronomy and geology are included. Meteorology, weather and climate receive some consideration.

GENERAL EARTH SCIENCE

The course in General Earth Science consists of a study of the elements of natural environment, the lithosphere, the atmosphere, the hydrosphere and earth relations, together with their influence upon man's environment. The course also considers the forces which have brought about the present physical conditions of the earth's surface, such as weathering, erosion and deposition. The significance of surface conditions is studied. Some attention is given to the origin, the materials and the historical development of structure and the life of the earth as revealed in rocks. Particular attention is given to the study of rocks and minerals, to earth structure and fossil life. Atmosphere is given intensive treatment including a study of temperature, moisture, wind, clouds, sunshine. The construction and use of the daily weather map and the weather forecast are parts of the course. The great climatic areas of the earth and their human significance are studied.

ADVANCED BIOLOGICAL SCIENCE

The course entitled Plants and Their Development and Evolution consists of an advanced study of plants for which the freshman course in General Biological Science is the prerequisite. The first quarter prepares students to understand the complexities of structure and function of our useful plants by a comparative study of their more simple ancestors. Structure and morphology, however, are not studied as ends in themselves. They are emphasized only to the extent needed to understand physiology and ecology. In the second quarter some time is given to a study of higher plants in which the main emphasis is upon physiology and ecology with only necessary attention to internal structure and external morphology. Particular emphasis is given to the ferns and seed plants. The final quarter is devoted to taxonomy and field studies. A final classification of plants is undertaken in this quarter. Ecological relationships are emphasized. The main objective of the course is to build up an extensive background for the work which teachers need to do in botany in secondary schools. The course is so organized to enable students to work effectively with plant life of whatever nature they may find in their communities.

A second sequence of advanced work in plant biology is included under the title Economic Botany, which is a year course in the senior year. In this course plant pathology, plant physiology, and bacteriology are studied. About a quarter's work is devoted to plant pathology in which a study is made of types of plant disease caused by fungi and bacteria. Methods of control and prevention of such diseases are emphasized. In plant physiology, study is made of plant nutrition and the fundamental processes underlying plant response. In the work in bacteriology bacteria are studied in relation to public health, industry, agriculture, and the preparation of food products.

Another advanced course in biological science is that entitled Animals and Their Development and Evolution. It deals with animal biology and follows the same general principles as the corresponding course in plant biology. The first quarter is devoted to a study of the morphology, physiology, ecology and group relationships of invertebrate forms. In the second quarter a similar study is made of the vertebrates. The third quarter is devoted chiefly to a field study of birds and their complete environment. This course and the corresponding course in plant biology constitute the minimum biological requirement for students equipping themselves to teach the entire science curriculum in high schools and also for those students wishing to take biology as a second teaching field.

Students who wish to qualify as departmental teachers of biological sciences in the larger high schools should take also the year course in animal biology entitled Economic Zoology, in addition to the course in Economic Botany.

The work of the fall quarter consists of General Entomology dealing with the morphology, physiology and ecology of the insect group. Much attention is given to the inter-relationship existing in the various types of insects. Insect embryology and classification form a closing part of the work. Only so much study is devoted to morphology as is necessary to understand function. During the winter quarter the course consists of work in genetics. This course includes a study of the existing proofs of evolution; a discussion of the various theories which have been proposed to explain the methods by which evolution takes place; and a consideration of the factors involved in such theories. Special attention is given to recent work in the field of genetics and eugenics. This course may be taken for its general cultural value by students who have taken elementary work in animal biology. During the spring quarter the course in Economic Entomology is offered. This course treats of insects from the ecological point of view and stresses particularly the economic importance of insects to man. Life histories of economic forms are observed and discussed. Methods of insect control are reviewed and tested, so far as possible. Much of the study is carried on in the field.

COURSES IN PHYSICS

The course in Advanced Physics attempts to break away from the usual procedure in treating isolated aspects of the subject in distinct fragments. It also attempts to present the subject on a more advanced level than in the previous course in General Physical Science. The course

deals with phases of heat, light, sound, mechanics, electricity and magnetism, as phases of the subject and not as distinct subjects in themselves. It is a course in advanced general physics. The physics of the home and the mechanics of the household are studied. Sound as the physical basis of music is given attention. Electricity and magnetism are studied quite thoroughly. The applications of physical principles to musical and optical instruments, heat engines and electrical devices are made. Elementary thermodynamics is stressed.

Two quarters are devoted to Advanced Electricity, in which a study is made of direct current instruments, motors, generators, inductance, and capacitance, as well as an advanced study of alternating current instruments, including motors, generators, impedance, power transmission and the fundamentals of radio.

A quarter's work in Modern Physics is given. This course involves the recent advances in physics. An introductory presentation includes the following items: a very brief explanation of the electro-magnetic theory of light, the electron theory of matter, effects due to moving charges, photo-electric effect and Zeeman effect, the quantum theory and its application to specific heats, a study of various atomic models, the relation of spectra to the energy and forces acting within the atom, the arrangement of electrons within the atom, designations of quantum numbers, X-rays, isotopes, radio activity. This is a non-laboratory course based upon lectures, wide reading and class discussions.

An additional year's work dealing intensively with three fields of physics is offered for students who wish to specialize further in the subject. The courses are those entitled, Advanced Mechanics, Physical Optics, Thermodynamics and Refrigeration. The work in advanced mechanics deals with the advanced phases of the subject and it is highly theoretical. Physical Optics deals with advanced theories of light and their applications to optical instruments. Thermodynamics and Refrigeration is a laboratory and theoretical course involving the kinetic theory, the gas laws, radiation and refrigeration. It is a thorough and advanced treatment of heat and the advanced principles of thermodynamics.

COURSES IN CHEMISTRY

Chemistry is continued in the junior year in the course entitled General and Analytical Chemistry. This course completes some aspects of general chemistry not treated with sufficient adequacy in the previous course and devotes the rest of the year to methods of chemical analysis dealing with both qualitative and quantitative analysis and their theories. It is deemed best to combine qualitative and quantitative analysis rather than to give two separate courses in these fields. Work in the gravimetric and volumetric analysis of the constituents of known compounds, electro-analysis, technical determination such as the analysis of limestone or cement and the proximate analysis of coal, analysis of caustic soda, ammonium chloride and iron ore and volumetric analysis of copper ore, limestone and feldspar constitute the work of the course.

Two quarters are devoted to Organic Chemistry which places special emphasis on the chain hydrocarbons and their derivatives, together with

methods in the preparation and purification of the most important organic compounds. One quarter's work in Physiological Chemistry is given following the two quarters in Organic Chemistry. This includes the application of simple physical chemistry to biological changes, the study of the elements composing the animal organism, carbohydrates, fats and allied substances, proteins, foodstuffs, important tissues, digestion, absorption, the blood and urine. Some study of metabolism and the endocrine system is included.

The final course in chemistry consists of three quarters of physical chemistry which deal with the atomic and molecular states, the fundamental laws of chemical combination, the gas laws, the properties of liquids, the laws of thermodynamics and of thermo-chemistry, study of crystals, atomic structure, solutions, and freezing and boiling points and osmotic pressure determinations, electrical conductivity and electromotive force, chemical kinetics, homogeneous and heterogeneous equilibria, the phase rule and colloidal chemistry.

SPECIAL PROGRAMS IN SCIENCE

Several sequences of courses in natural science are open to students desiring to take this subject as a first or second teaching subject. The fundamental courses are the same for all students. In the junior and senior years a little specialization is possible.

A sequence of courses is arranged for students who desire to emphasize both physical and biological science to nearly an equal degree and to include two years of mathematics. This sequence includes 84 units in science and leaves one year's work in the senior year to the option of the student. The course chosen may be one of the advanced courses in physics or chemistry or plant biology or animal biology. General Mathematics must be taken in the freshman year and Mathematical Analysis in the sophomore year. The courses in this sequence are as follows:

3a, 3b, 3c. General Biological Science, 12 units
102a, 102b, 102c. General Physical Science, 12 units
104a, 104b, 104c. Plants and Their Evolution and Development, 12 units
105a, 105b, 105c. Animals and Their Evolution and Development, 12 units
204a, 204b, 204c. General and Analytical Chemistry, 12 units
209a, 209b, 209c. Advanced Physics, 12 units

A sequence of courses is offered for students who wish to study physical science somewhat thoroughly and to specialize to some extent in physics. This sequence requires General Mathematics in the freshman year and Mathematical Analysis in the sophomore year. In the junior year Plants and Their Evolution and Development or Animals and Their Evolution and Development is omitted. The science courses in this sequence are as follows:

3a, 3b, 3c. General Biological Science, 12 units
102a, 102b, 102c. General Physical Science, 12 units
204a, 204b, 204c. General and Analytical Chemistry, 12 units

209a, 209b, 209c. Advanced Physics, 12 units

104a, 104b, 104c. Plants and Their Evolution and Development 12 units, or

105a, 105b, 105c. Animals and Their Evolution and Development, 12 units

210a, 210b. Advanced Electricity, 8 units

211. Modern Physics, 4 units

212. Advanced Mechanics, 4 units

213. Physical Optics, 4 units

214. Thermodynamics and Refrigeration, 4 units

Another sequence of courses also permits students to study physical science somewhat thoroughly and to emphasize chemistry to some degree. This sequence requires General Mathematics in the freshman year and Mathematical Analysis in the sophomore year. Either the course in Plants and Their Evolution and Development or that in Animals and Their Evolution and Development is omitted. The science courses in this sequence are as follows:

3a, 3b, 3c. General Biological Science, 12 units

102a, 102b, 102c. General Physical Science, 12 units

204a, 204b, 204c. General and Analytical Chemistry, 12 units

209a, 209b, 209c. Advanced Physics, 12 units

104a, 104b, 104c. Plants and Their Evolution and Development, 12 units, or

105a, 105b, 105c. Animals and Their Evolution and Development, 12 units

205a, 205b. Organic Chemistry, 8 units

206. Physiological Chemistry, 4 units

207a, 207b, 207c. Physical Chemistry, 12 units

A sequence of courses is arranged for students who wish to extend their science studies to include the physical phases of geography and who also wish to take more biology than is offered in the preceding sequences. These additional courses are substituted in place of mathematics. The courses are as follows:

3a, 3b, 3c. General Biological Science, 12 units

4a, 4b, 4c. General Earth Science, 12 units

102a, 102b, 102c. General Physical Science, 12 units

104a, 104b, 104c. Plants and Their Evolution and Development, 12 units

105a, 105b, 105c. Animals and Their Evolution and Development, 12 units

204a, 204b, 204c. General and Analytical Chemistry, 12 units

209a, 209b, 209c. Advanced Physics, 12 units

202a, 202b, 202c. Economic Botany, 12 units

203a, 203b, 203c. Economic Zoology, 12 units

Students who take natural science as a second teaching subject take the course in General Biological Science and the course in General Physical Science in the freshman and sophomore years, respectively. They may then take one more year of science, which may be either biological science or physical science. In the former they may choose either plants or animals and in the latter either chemistry or physics.

SOCIAL SCIENCE

The work in social science deals with economics, geography, government, history, and sociology. In the earlier courses in the subject sharp lines are not drawn between these different phases of the subject but the courses deal with comprehensive fields in social science without strict regard to compartmental lines in subject matter and introduce material from all of the different subjects into which social science may be divided. International as well as national aspects are emphasized. Perspective in the whole field of social science needs to be attained at the beginning. Many problems and institutions of modern society need to be seen in their world settings in order to be understood. The current social order and its development needs to be comprehended in its main aspects before study of particular phases of it are given intensive treatment.

The courses in social science fall in four divisions: a) courses in the two-year and four-year curricula for elementary school teachers; b) specialized courses in certain of the curricula in the special subjects; c) courses which constitute the fields of study for high school teachers who select social science as their first or second teaching subject; d) general cultural courses required of all students.

The complete list of courses in social science is given but no student ever takes all of these courses, for they include the special courses in social science in various curricula as well as the sequences taken by students who make social science their first or second teaching subject. The courses are as follows:

1. **Social and Industrial Processes and Activities,** 4 units (A one-quarter course in the two-year curricula for elementary school and upper grade teachers)
2. **American History and European Backgrounds,** 4 units (A one-quarter course in the two year curriculum for rural school teachers)

3A, 3B. American Life and Institutions, 8 units (A two-quarter course in the two year curricula for elementary school teachers)

4, 102. American History and World Backgrounds, 8 units (A two-quarter course in the two year curriculum for upper grade teachers)

5A, 5B, 5C. Contemporary Civilization, 12 units

6 or 103. General Regional Geography, 4 units

7 or 104. Principles of Human Geography, 4 units

8 or 105. Geography of Industry and Commerce, 4 units

101. **Social and Economic Organization and Problems** (Rural Viewpoint), 4 units (A one-quarter course in the two curricula for rural school teachers)

106A, 106B. **Social and Industrial Processes and Activities,** 8 units (A two-quarter course in the four-year curricula for elementary school teachers)

107A, 107B, 107C. **History of Civilization and Culture,** 12 units

108. **Public Finance and Taxation,** 4 units

109. **Municipal Organization and Problems,** 4 units

110. **American and Foreign Government and Politics and Principles of Government,** 4 units

111. **Modern Economic Society,** 4 units

112. **Economic Institutions and Organization,** 4 units

113. **Advanced Theory and Principles of Economics,** 4 units

201A, 201B, 201C. **American Life and Institutions,** 12 units (A three-quarter course in the four-year curriculum for elmentary school teachers)

202A, 202B, 202C. **American History,** 12 units

203. **Modern Social Organization and Problems,** 4 units

204. **Social Pathology,** 4 units

205. **Advanced Social Theory and Principles,** 4 units

206. **Primitive and Mediterranean Cultures,** 4 units

207. **Medieval Life and Civilization,** 4 units

208. **Social and Political History of England,** 4 units

209A, 209B, 209C. **Modern European History and Government,** 12 units

210. **History of the East,** 4 units

211. **Economic History of the United States,** 4 units

212. **America as a World Power,** 4 units

213. **International Relations,** 4 units

214. **Historical Geography of the United States,** 4 units

215. **Geography of Latin America,** 4 units

216. **Political Geography of the World,** 4 units

217. **Geography of North America,** 4 units

218. **Geography of Europe,** 4 units

219. **Conservation of Natural Resources,** 4 units

220A, 220B. **Field Studies in Geography,** 8 units

COURSES FOR ELEMENTARY AND UPPER GRADE TEACHERS

The first courses listed in social science are those for elementary and upper grade teachers. The courses offered in the two year curricula are considerably compacted and condensed. They deal with a series of units which omits some of the material of the longer courses. The most significant material for elementary school teachers is selected and a direct

attack is made upon the background for the culture materials of pupil education without some of the prerequisite cultural courses which precede these courses in the four year curricula.

SOCIAL AND INDUSTRIAL PROCESSES AND ACTIVITIES

The course in Social and Industrial Processes and Activities attempts to give an insight into the social and industrial factors which are basic to modern life. This course, however, deals more particularly with the background for the culture materials which are used in school life. A study is made of the economic, social and civic life of the community as a type. The content of the course deals with the needs of the community and the means by which the community supplies these needs, namely, processes and activities involved in supplying individual and community needs for food, clothing and shelter; activities involved in facilitating social intercourse, communication, transportation, education, recreation; activities relating to community welfare, health and social agencies, protection of life and property and government. The point of departure of the course is a survey of the economic and social life of the community. Relationships are established with the major activities of the community so that it may be possible to use available resources to the fullest extent. During the course students also make use of tools and processes such as bookmaking and woodworking which include the understandings, abilities, and the skill necessary in the direction of such work in the schoolroom. This work is always carried on in connection with activities and units which have larger social and educational implications.

AMERICAN LIFE AND INSTITUTIONS

American Life and Institutions is a two quarter course in the two year curricula for elementary school and upper grade teachers and a three quarter course in the corresponding four year curriculum. This course in the four-year curriculum has for a background the freshman course in Contemporary Civilization and the sophomore course in the History of Civilization and Culture. It is intended to organize current aspects of social and economic life in America in the historical scene as a whole. It undertakes to consider existing significant institutions of social life in the United States and to follow them back to their historical settings to the extent needed to comprehend them more completely as institutions of contemporary society. It is in no sense a review of American History as studied in the elementary and secondary school but seeks to take certain significant existing institutions and to show their origin and the effect that they have had upon our developing social and political life. Emphasis is placed upon those epochs in American history which have carried the American people forward from their earliest existence to the present time and their results in producing the kind of society which now exists in this country. The influence of discovery, exploration and invention upon the lives of the people and the evolving conception of American democracy and its correlated foreign policy is analyzed in the spirit of constructive evaluation. The background for the culture materials of pupil education, in the elementary school, so far as they are drawn from American history

are thoroughly studied in this course. In the two-year curricula the first quarter of this course deals with some of the same topics as appear in the course in Contemporary Civilization. The most of the first quarter is devoted to that kind of material.

The course entitled American History and European Backgrounds is a brief course in history for rural school teachers. It stresses the more important features of American history but includes as much of European history as is necessary and can be taught in the short time devoted to the cause.

The course entitled Social and Economic Organization and Problems is a one-quarter course in the two-year curriculum for rural school teachers, dealing with some aspects of the sociology of rural life and rural economics.

The course in American History and World Backgrounds is an intensive course in American history with some attention to world history and occurs in the two year curriculum for upper grade teachers. It deals with those significant phases of American and world history which are most important for teachers in the seventh and eighth grades. This course is introduced by a study of some of the topics of the course in Contemporary Civilization.

CULTURAL BACKGROUND COURSES IN SOCIAL SCIENCE

The course in Contemporary Civilization is required in all four-year curricula. It deals primarily with the social institutions and problems of modern society, contemporary economic organization and institutions and current problems of political life and government. These topics are treated in an introductory way in this course and each of them is studied more intensively in one or more advanced courses at a later time.

The History of Civilization and Culture is also required of all students taking a four-year curriculum. This course attempts to develop an understanding of how human institutions have developed and explains how the cultural advances of the human race have been made.

These two courses are introductory courses in all sequences in social science. After contemporary civilization has been studied comprehensively for a year, the history of civilization and culture, dealing with the entire field of history to give perspective, explains how the present came to be what it is. Through these courses students secure a good idea of the nature of the current social order and how it developed to its present status. They are then ready to begin the study of the history of particular nations or periods.

INTRODUCTORY COURSE IN GEOGRAPHY

For students taking social science as their first teaching subject a three-quarter sequence in modern geography parallels Contemporary Civilization. The first course in geography, entitled General Regional Geography, studies the great regions of the earth and the life of the people in these regions in terms of such geographic controls as location, climate, soil and other influences. These geographic regions are studied in terms of their functioning in man's utilization of the earth. Temperature regions, vegetation regions, physical regions, one-crop regions, are identi-

fied and their characteristics in terms of the life of the people inhabiting them are examined. The second course in the geography sequence is entitled Principles of Human Geography and from it students gain a further understanding of geographic environment as it influences man. A world viewpoint based upon the operation of geographic laws is attained. A study is made of location, land forms, water bodies, soil, metals, climate, plants, and the distribution of population. The third quarter in geography is devoted to the Geography of Industry and Commerce in which a consideration is given to production, distribution and use of the major trade commodities of the world, major lines of transportation and the geographic principles governing this economic use of the world. Food and industrial materials such as clothing, metals, fuels, non-metals such as stone and glass, building materials, the necessities and the luxuries of modern civilization are studied.

In the sophomore year the course in History of Civilization and Culture is paralleled by a three-quarter sequence of courses in political science and by a sequence in economics which also extends through the year.

COURSES IN POLITICAL SCIENCE

The course in Public Finance and Taxation is the first course in the political science sequence and it carries students forward into more advanced work considerably beyond the elementary consideration of the subject given in the freshman course in Contemporary Civilization. State and local taxation and budgets are considered in this course. In the second political science course, entitled Municipal Organization and Problems, an advanced study is made of social problems of urbanization, taking students into advanced phases of the subject a good deal beyond the introductory treatment given to this topic in Contemporary Civilization. The social and governmental problems of the modern city are given thorough consideration in this course. Political science ends with American and Foreign Government and Politics and Principles of Government, in which the nature and characteristics of American government are thoroughly treated and a study is made of international life and world politics. Political parties constitutes a topic of the course. The development of government and political institutions throughout the world is studied and related to similar problems of American government. Some attention is given to international law and incidentally a good deal of emphasis is placed on international relations in government. Laws and agreements relating to peace and neutrality are stressed. Principles of government are outlined in this course and a program of government adequate to contemporary American conditions is discussed.

COURSES IN ECONOMICS

The sophomore sequence in economics begins with the course entitled Modern Economic Society, a one-quarter course which carries the elementary study of economics begun in Contemporary Civilization into an advanced treatment of various economic problems which are now given relatively thorough treatment. There is further discussion of the problems of the current economic order including some consideration of inter-

national economics in which problems of world trade, tariff, foreign exchange, and the debts of nations are studied. In the second course in the economic sequence which has the title Economic Institutions and Organization, there is a study of the organization of contemporary economic life, economic individualism, private property, and the various proposals for organizing the current economic order. The third course, in Advanced Theory and Principles of Economics, is an intensive course and attempts to organize economic theory in the students' minds as a basis for sound thinking in the field of economics to the end that teachers may be intelligent collaborators in future economic planning. It is believed that the students' understanding of economic theory and principles should develop out of a study of institutions and problems in the field.

ADVANCED COURSES IN HISTORY

History is continued in the junior year in three sequential courses which deal with ancient, medieval and modern European history, including the history of England. The first course is that entitled Primitive and Mediterranean Cultures. This course aims to show that the roots of civilization reach back into the remote and impenetrable past. Some primitive cultures of the Eurasian continent are studied as types of those which have everywhere preceded arrival of civilization. Civilization in ancient Egypt, the Tigris-Euphrates valley, Babylonia, Assyria, and Persia is studied. Some attention is also given to Syria, the Phoenicians and the Hebrews. The next course, in Medieval Life and Civilization, studies ancient and medieval history and carries the subject beyond the sophomore course in History of Civilization and Culture. A number of topics are given relatively intensive treatment in this course. The final course in this sequence is Social and Political History of England. With the two preceding courses as a background it attempts to study intensively certain aspects in the early and later development of the British Empire. The course shows that our political institutions reach back through a thousand years of slow progress achieved by small adjustments rather than by sweeping reforms.

In the junior year history is studied further in the course entitled American History, a three-quarter course which gives thorough treatment to the history of the United States, Canada and Latin America, emphasizing the development of American life and institutions from the period of discovery and exploration down to the present time. This course grows naturally out of the course in History of Civilization and Culture in the sophomore year which dealt with some of the topics of early and recent American history. These same topics are now studied intensively and lead to the consideration of other aspects of American history.

COURSES IN SOCIOLOGY

A second sequence of courses in the junior year deals with sociology. The first course is entitled Modern Social Organization and Problems. The prerequisite to this course is the elementary study of social problems in Contemporary Civilization in the freshman year. The topics of that course, which were studied in an introductory way, are now given in-

tensive treatment in an advanced course in the subject. Modern society and its problems is examined and studied thoroughly on an advanced level at this time. The second course in the sociological sequence in the junior year is, Social Pathology. The topic which receives the major consideration here is crime and its causes and eradication, treatment of criminals, and the corrective policies, programs, institutions and laws of Illinois and other states. Other topics which receive consideration are race relations and immigration, mental deficiency and disease and unemployment. Problems connected with the amelioration of these conditions are examined with great care. In the final quarter of sociological study in the junior year comes a course entitled Advanced Social Theory and Principles. This course attempts to develop sound social theory and principles, with the two previous courses as a background, and to establish a basis for sound thinking in the field of sociology. The aim of the course is to give students a perspective in this field which will enable them to be leaders in social planning.

MODERN HISTORY

In the senior year several phases of modern history, other than European, are given thorough treatment in three intensive one-quarter courses. The course in The History of the East traces the early history and recent developments in the Near East and in China and Japan. The Economic History of the United States gives particular and intensive consideration to the economic aspects of our history. The third course in modern history is entitled America as a World Power. The purpose of this course is to enable students to learn how the foreign policy of the United States has developed and to interpret it in the light of the experience of other nations. Recent international relations are emphasized and the history of American diplomacy is studied.

Parallel with these three courses in history in the senior year is a three quarter course entitled Modern European History and Government which treats the history and government of modern Europe intensively, a) studying the Renaissance and the Reformation, the French revolution, the development of the English government, internationalism in the nineteenth and twentieth centuries, b) tracing the development of solidarity within certain national groups in Europe and Asia and their territorial adjustment from Napoleon's reforms to the treaty of Versailles and the new nations, the nineteenth century expansion of Europe, backgrounds of the World War and recent conditions in Europe.

INTERNATIONAL RELATIONS

The sequence of courses in social science for elementary school teachers includes, in the senior year of the four-year curriculum, an advanced course in International Relations. This is a brief course designed to give elementary school teachers a wider conception of the world situation in which the United States is now situated and our relations to the other nations of the world.

ADVANCED COURSES IN GEOGRAPHY

The first sequence of courses in geography in the junior year consists of the three courses entitled Historical Geography of the United States, Geography of Latin America, and Social and Political Geography of the World. This is an advanced world survey of geography.

The course in Historical Geography of the United States gives consideration to the influence of geographic factors in the discovery of North America, the settlement of the continent and the development of the United States as a nation. The Geography of Latin America, gives consideration to America south of the Rio Grande with emphasis upon the problem of national development and the share of those countries in world affairs. The Social and Political Geography of the World deals with the world's problems of dividing the land and the ownership by nations and the problems of national maintenance as influenced by the geography of the area. Particular emphasis is given to the political geography of Europe and the European empires, Asia, Africa, Australia and the Islands of the Pacific. The Americas are not stressed in this course.

The course in Geography of North America makes an intensive study of the continent of North America by geographic regions. The Geography of Europe gives consideration to the geographic factors of Europe as a background for the political divisions, the inter-relations of Europe and other continents, the geographic factors influencing the outbreak and conduct of the world war and conditions which have prevailed since that time. The course in Conservation of Natural Resources deals with the amount, use and conservation of great factors of natural environment underlying the maintenance of civilization such as soil, minerals, fuels, forests, water power and irrigation water.

SPECIAL PROGRAMS IN SOCIAL SCIENCE

Students who choose social science as their first teaching subject may take one of the prescribed sequences of work: a) a sequence which puts the main emphasis upon history with some study in other fields of social science; or b) a sequence in which history receives minor emphasis and other social science work predominates: c) a sequence which emphasizes geography.

For students who will make complete preparation in the various fields of social science with a view to teaching in that field only, the following sequence of courses is prescribed:

5a, 5b, 5c. Contemporary Civilization, 12 units

6. General Regional Geography, 4 units

7. Principles of Human Geography, 4 units

8. Geography of Industry and Commerce, 4 units

107a, 107b, 107c. History of Civilization and Culture, 12 units

108. Public Finance and Taxation, 4 units

109. Municipal Organization and Problems, 4 units

110. American and Foreign Government and Politics and Principles of Government, 4 units

111. Modern Economic Society, 4 units
112. Economic Institutions and Organizations, 4 units
113. Advanced Theory and Principles of Economics, 4 units
202a, 202b, 202c. American History, 12 units
203. Modern Social Organization and Problems, 4 units
204. Social Pathology, 4 units
205. Advanced Social Theory and Principles, 4 units
206. Primitive and Mediterranean Cultures, 4 units
207. Medieval Life and Civilization, 4 units
208. Social and Political History of England, 4 units
209a, 209b, 209c. Modern European History and Government, 12 units
210. History of the East, 4 units
211. Economic History of the United States, 4 units
212. America as a World Power, 4 units

Students who desire to emphasize history with less attention to the other social sciences may take the following sequence:

5a, 5b, 5c. Contemporary Civilization, 12 units
107a, 107b, 107c. History of Civilization and Culture, 12 units
111. Modern Economic Society, 4 units
112. Economic Institutions and Organization, 4 units
113. Advanced Theory and Principles of Economics, 4 units
202a, 202b, 202c. American History, 12 units
206. Primitive and Mediterranean Cultures, 4 units
207. Medieval Life and Civilization, 4 units
208. Social and Political History of England, 4 units
209a, 209b, 209c. Modern European History and Government, 12 units
210. History of the East, 4 units
211. Economic History of the United States, 4 units
212. America as a World Power, 4 units

For students who wish to emphasize social science other than history, a sequence has been arranged which provides a minimum of history and devotes the rest of the time to other phases of social science. This sequence follows:

5a, 5b, 5c. Contemporary Civilization, 12 units
107a, 107b, 107c. History of Civilization and Culture, 12 units
108. Public Finance and Taxation, 4 units
109. Municipal Organization and Problems, 4 units
110. American and Foreign Government and Politics, and Principles of Government, 4 units
111. Modern Economic Society, 4 units

112. Economic Institutions and Organization, 4 units

113. Advanced Theory and Principles of Economics, 4 units

202a, 202b, 202c. American History, 12 units

203. Modern Social Organization and Problems, 4 units

204. Social Pathology, 4 units

205. Advanced Social Theory and Principles, 4 units

209a, 209b, 209c. Modern European History and Government, 12 units

Another sequence which provides for using social science as a second teaching subject emphasizes political science, sociology and economics, and includes the following courses:

5a, 5b, 5c. Contemporary Civilization, 12 units

107a, 107b, 107c. History of Civilization and Culture, 12 units

108. Public Finance and Taxation, 4 units

109. Municipal Organization and Problems, 4 units

110. American and Foreign Government and Politics, and Principles of Government, 4 units

111. Modern Economic Society, 4 units

112. Economic Institutions and Organization, 4 units

113. Advanced Theory and Principles of Economics, 4 units

203. Modern Social Organization and Problems, 4 units

204. Social Pathology, 4 units

205. Advanced Social Theory and Principles, 4 units

A second sequence providing for social science as a second teaching subject emphasizes geography, economics and sociology. It consists of the following courses:

5a, 5b, 5c. Contemporary Civilization, 12 units

6. General Regional Geography, 4 units

7. Principles of Human Geography, 4 units

8. Geography of Industry and Commerce, 4 units

107a, 107b, 107c. History of Civilization and Culture, 12 units

111. Modern Economic Society, 4 units

112. Economic Institutions and Organization, 4 units

113. Advanced Theory and Principles of Economics, 4 units

203. Modern Social Organization and Problems, 4 units

204. Social Pathology, 4 units

205. Advanced Social Theory and Principles, 4 units

For students who desire to make social science a second teaching subject, several sequences are possible which emphasizes different phases of the subject. A typical sequence outlined below emphasizes history and is as follows:

5a, 5b, 5c. Contemporary Civilization, 12 units

107a, 107b, 107c. History of Civilization and Culture, 12 units

202a, 202b, 202c. American History, 12 units

209a, 209b, 209c. Modern European History and Government, 12 units

210. History of the East, 4 units

211. Economic History of the United States, 4 units

212. America as a World Power, 4 units

As a part of a program of study in the field of social science, some students will wish to emphasize geography and courses have been arranged for that purpose. The course in General Earth Science is included in the courses in natural science but it is listed here also for convenience. Students are advised in their choice in terms of the needs of the state for teachers of geography. The complete sequence of courses in geography is as follows:

6. General Regional Geography, 4 units

7. Principles of Human Geography, 4 units

8. Geography of Industry and Commerce, 4 units

103a, 103b, 103c. General Earth Science, 12 units

214. Historical Geography of the United States, 4 units

215. Geography of Latin America, 4 units

216. Political Geography of the World, 4 units

217. Geography of North America, 4 units

218. Geography of Europe, 4 units

219. Conservation of Natural Resources, 4 units

220a, 220b. Field Studies in Geography, 8 units

SPEECH

The division of speech education includes a sequence of courses to prepare teachers and supervisors for this type of work in elementary and secondary schools. The various courses are offered both for this purpose and also to enable students whose main field is in some other subject to take one or more courses in speech to supplement the work of their other field or to prepare themselves to direct the various speech activities of elementary and secondary schools, including speech correction in the lower grades.

Students who are making English their first teaching subject should take at least one year in speech. They may well make speech their second teaching subject in some cases. Some of the courses in speech may be substituted for courses in the required sequences in English.

The entire list of courses in speech provides complete training in the field of speech. Few students, however, take the complete program. The demands for teachers make it desirable that most students should combine preparation in speech with English or some other subject. The complete list of courses follows:

1A, 1B, 1C. Introduction to Speech, 12 units

101A, 101B, 101C. Public and Informal Speech, 12 units

102A, 102B, 102C. Dramatic Production, 12 units

201. Advanced Public Speaking, 4 units

202. Advanced Argumentation, 4 units

203. Psychology of Speech, 4 units

204. Color and Design on the Stage, 4 units

205. Play Writing and Acting, 4 units

206. Advanced Acting and Directing, 4 units

207A, 207B, 207C. Origin and Development of the Drama, 12 units

208. Anatomy and Physiology of the Vocal Apparatus, 4 units

209. English Phonetics, 4 units

210. Speech Disorders, Their Prevention and Correction, 4 units

211. Forms of Public Address, 4 units

212A, 212B. Great Speeches of Ancient and Modern Times, 8 units

213. Oral Interpretation of Literature, 4 units

214. Children's Drama, 4 units

215. Shakespearean Drama, 4 units

COMPREHENSIVE COURSES IN SPEECH

The beginning course in speech entitled Introduction to Speech is a comprehensive course and gives students experience in a wide range of speech activities and an opportunity to study comprehensively the various aspects of speech. The course begins with a study of the place of speech in contemporary life and continues with a series of units which include speeches of different kinds, formal and informal, argumentation, dramatics and some study of examples of effective addresses of different types. Students participate in informal and formal speaking, take part in one or more debates and have an opportunity to be a member of the cast of at least one play. Activities are carried on which result in more effective speech on the part of the members of the class. This course is introductory and the prerequisite to all other courses in speech and it may be taken by students not specializing in speech.

In the sophomore year are two comprehensive courses in speech. The first is entitled Public and Informal Speech and the second Dramatic Production. Each is based upon the freshman comprehensive course and each deals with a special field of its own.

The course in Public and Informal Speech, which is a three-quarter course, deals with speech in superior conversation, personal conferences, group discussion, oral reports, parliamentary law, public speaking, debating and radio speaking. It deals comprehensively with a wide range of speech activities. The second course in the sophomore year is entitled Dramatic Production. It involves the elementary phases of analyzing, staging, acting and directing plays. It consists of both theory and laboratory experience.

JUNIOR AND SENIOR COURSES IN SPEECH

In the junior year are four sequences of courses. The first includes Advanced Public Speaking, Advanced Argumentation, and Psychology

of Speaking; the second, Color and Design on the Stage, Play Writing, Advanced Acting and Directing; the third, Origin and Development of the Drama, a three quarter course; the fourth, Anatomy and Physiology of the Vocal Apparatus, English Phonetics, and Speech Disorders and Their Prevention and Correction.

The course in Advanced Public Speaking deals with the preparation of extemporary speeches which are given before the class and other interested groups. Advanced Argumentation consists of a study of the theory of argumentation and participation in inter-collegiate debates. The entire class constitutes the debate squad. The Psychology of Speech discusses the relation of thought and language. A study is made of imagery, emotion, thought, memory, attention, suggestion, habit, and human interests from the point of view of influencing human behavior through speech.

In the course in Origin and Development of the Drama a brief study is made of the great dramas of the past and a more intensive study of modern drama.

The Anatomy and Physiology of the Vocal Apparatus is a study of the structure and functioning of the vocal organs. The study is carried on in connection with class projects which result in improved voice and diction. English Phonetics analyzes muscular movements made in producing English speech sounds, the phonetic alphabet, accent, rhythm and speech melody. The course in Speech Disorders, Their Prevention and Correction makes a study of speech defects and their causes. Physical and emotional disorders are analyzed and remedial methods are discussed. A speech clinic is maintained in which students gain actual experience in diagnosis and treatment of speech defects.

The course in Color and Design on the Stage studies color and design as it applies to stage production, lighting and costume. In Play Writing the elements of play writing theory are studied and experience is provided in writing one-act plays and in the dramatization of literature for elementary and secondary schools. In the final course in this sequence entitled Advanced Acting ad Directing, experiencne is gained in the various kinds of acting required for various types of drama. Students have the opportunity to gain experience in acting in and directing one-act or longer plays.

The first sequence in the senior year begins with a course entitled Forms of Public Address in which eulogies, inaugurals, after dinner speeches, speeches of introduction, welcome, response, farewell, presentation and acceptance are studied and experience is gained in the different school activities in giving different kinds of addresses. The rhetoric of public speaking is studied. In Great Speeches of Ancient and Modern Times a study is made of oratorical masterpieces. The history of rhetoric as it applies to speech is traced from the days of the great Greek rhetoricians and orators to the present time.

A second sequence in the senior year begins with Oral Interpretation of Literature which deals with the oral interpretation of modern literature. All forms of literature are used in the development of students' ability to read intelligently and entertainingly. Children's Drama stresses dramatic litera-

ture and the approach to creative dramatics in the elementary school and the children's theater. The final course in this sequence is that in Shakespearean Drama in which a study is made of the Shakespearean theater and the plays of Shakespeare from the point of view of the dramatist. Interpretative reading and production of scenes from the plays are the features of the course.

SPECIAL PROGRAMS IN SPEECH

The courses in speech permit organization into several distinct groups, each with a definite objective. One group emphasizes public speaking and debating, another dramatics and the third includes some work in speech correction.

A general list of courses designed to prepare a teacher of speech who will devote himself exclusively to that subject is offered. The general list of courses follows:

1a, 1b, 1c. Introduction to Speech, 12 units
101a, 101b, 101c. Public and Informal Speech, 12 units
102a, 102b, 102c. Dramatic Production, 12 units
201. Advanced Public Speaking, 4 units
202. Advanced Argumentation, 4 units
203. Psychology of Speech, 4 units
204. Color and Design on the Stage, 4 units
205. Play Writing and Acting, 4 units
206. Advanced Acting and Directing, 4 units
207a, 207b, 207c. Origin and Development of the Drama, 12 units
211. Forms of Public Address, 4 units
212a, 212b. Great Speeches of Ancient and Modern Times, 8 units
213. Oral Interpretation of Literature, 4 units
214. Children's Drama, 4 units
215. Shakespearean Drama, 4 units

Some students desire to specialize in dramatics and to omit work in other aspects of public speaking. The sequence for them includes the following courses:

1a, 1b, 1c. Introduction to Speech, 12 units
102a, 102b, 102c. Dramatic Production, 12 units
204. Color and Design on the Stage, 4 units
205. Play Writing and Acting, 4 units
206. Advanced Acting and Directing, 4 units
207a, 207b, 207c. Origin and Development of the Drama, 12 units
213. Oral Interpretation of Literature, 4 units
214. Children's Drama, 4 units
215. Shakespearean Drama, 4 units

Some students desire to specialize in public speaking and to exclude preparation in dramatics. The following sequence is provided for them:

1a, 1b, 1c. Introduction to Speech, 12 units

101a, 101b, 101c. Public and Informal Speech, 12 units

201. Advanced Public Speaking, 4 units

202. Advanced Argumentation, 4 units

203. Psychology of Speech, 4 units

211. Forms of Public Address, 4 units

212a, 212b. Great Speeches of Ancient and Modern Times, 8 units

A shorter sequence of courses emphasizing the field of dramatics for students who desire to secure some training in that field and to study one or two other subjects in addition is as follows:

1a, 1b, 1c. Introduction to Speech, 12 units

102a, 102b, 102c. Dramatic Production, 12 units

207a, 207b, 207c. Origin and Development of the Drama, 12 units

213. Oral Interpretation of Literature, 4 units

214. Children's Drama, 4 units

215. Shakespearean Drama, 4 units

A sequence of courses including 48 units which covers the general field somewhat thoroughly but omits some of the work in the longer sequences includes the following courses and one additional year's work:

1a, 1b, 1c. Introduction to Speech, 12 units

101a, 101b, 101c. Public and Informal Speech, 12 units

102a, 102b, 102c. Dramatic Production, 12 units

The following sequence has been arranged for students interested primarily in speech correction:

1a, 1b, 1c. Introduction to Speech, 12 units

208. Anatomy and Physiology of the Vocal Apparatus, 4 units

209. English Phonetics, 4 units

210. Speech Disorders, Their Prevention and Correction, 4 units

STUDENT LIFE AND ORIENTATION

This section includes only the work in student life and in orientation in education and in teaching. Work in this field includes recreational activities, games and sports for recreational purposes and social and personal hygiene and health. These subjects, however, are listed and described under Health and Sports. They constitute a part of the student life core in the curriculum, even though they fall in the field of health and sports. They constitute the portion of Group VIII included under Recreation and Health.

The following are the titles which include the work and activities included in student life and orientation:

1. **College Life and Its Opportunities, Customs, and Requirements,** 1 hour a week (Required of students in the first quarter of the freshman year and accomplished in part during Freshman Days)
2. **The School System and Its Organization and Opportunities,** 2 hours a week (Required of all students in the second quarter of the freshman year)
3. **Survey of Teaching and Final Selection of Teaching Field,** 2 hours a week (Required of all students in the third quarter of the freshman year)

4, 101, 201, 202. **Allied Activities,** 1 hour a week (Recommended to all students throughout their college life in the institution)

CANDIDATES FOR DIPLOMAS AND DEGREES

1932

CANDIDATES FOR THE DEGREE

Name	County	City
Arends, Laura Elizabeth	Ford	Melvin
Baldwin, Harry Earl	Vermilion	Catlin
Barber, Robert Barton	McLean	Normal
Barclay, Robert William	Macon	Argenta
Barger, Thomas Morse, Jr	McLean	Normal
Bates, Ralph	McLean	Normal
Batterton, Doris	McLean	Bloomington
Bayles, Lloyd Wesley	McLean	Normal
Bennett, Dorothy Deanne	Woodford	Eureka
Bloom, Marguerite Carrie	Cook	Chicago
Boyd, Mary Edith	Alexander	Cairo
Bragonier, Ruth Elizabeth	McLean	Bloomington
Branom Audrey Eva	Morgan	Waverly
Branom, Wayne Thurman	Morgan	Waverly
Britch, Nellie Mae	Vermilion	Catlin
Brown, Walter Howard	Heyworth	McLean
Bushell, Grace Adela	Atwood	Piatt
Butler, Ethel L	Macoupin	Palmyra
Butz, Inez Lucile	Livingston	Dwight
Carlock, Virginia Madge	McLean	Carlock
Carls, John Norman	Cass	Virginia
Carrithers, Lura Minnie Sota	Tazewell	Morton
Chambers, Lillian Merle	McLean	Bloomington
Chase, Opal	Belle Rive	Wayne
Clark, Nancy Annis	Moultrie	Dalton City
Claude, Marie Eugenia	Kane	Big Rock
Cluver, Esther Mae	Iroquois	Cissna Park
Coffey, Daniel Edmund	LaSalle	Earlville
Conger, Lola Charlotte	McLean	Normal
Coons, Clarence Wilbur, Jr	Peoria	Peoria
Cooper, Myrtle Jane	Macon	Decatur
Corrington, Rufus Kingsley	McLean	Normal
Cox, Grace Belden	Sangamon	Springfield
Dallman, Betty	Sangamon	Springfield
Dickey, Ansel Wayne	Logan	Lincoln
Donovan, Herbert	McLean	Heyworth
Dooley, Ferne Aldine	McLean	LeRoy
Downey, Percy Pearl	Sangamon	Springfield
Durden, Dorothy Ethel	(Omaha, Nebraska)	
Eberly, Wade LaMarr	LaSalle	Lostant
Eddy, Jean Goddard	(Shreveport, Louisiana)	
Emerson, Vivian Irene	Christian	Stonington
Evans, Elizabeth Keys	McLean	Normal
Farney, Patrick William	Shelby	Moweaqua
Finley, Wilha VanPetten	McLean	Hudson
Garber, Oliva Lee	Logan	Lincoln
Glynn, Will Edward	Piatt	Bement
Gorman, Paul Goodwin	Vermilion	Indianola
Gray, Rolland Otis	Sangamon	Maxwell
Greer, Kenneth George	Fayette	Vandalia
Haag, LaVern Floyd	Livingston	Cullom
Hanes, Albert Lee	Sangamon	Mechanisburg

Name	County	City
Heldt, Edward Carl	McLean	Stanford
Henry, Russell Clyde	Pike	Pleasant Hill
Hill, Arthur Albert	Macon	Decatur
Hoerr, Frances Emmalyn	Logan	Atlanta
Hostetler, James Calvin	Moultrie	Lovington
Huber, Mina Lenore	St. Clair	E. St. Louis
Huston, Aletha D	McLean	Cropsey
Ives, Almon Bingham	McLean	Bloomington
Jenkins, Maxine	Shelby	Lakewood
Jessop, Fred Loor	St. Clair	Lebanon
Johnson, Elinor Virginia	McLean	Normal
Kemp, John Ayling	Peoria	Peoria
Kepner, Clara	McLean	Normal
Kinser, Lowell V	Morgan	Concord
Knuppel, Fred John	Mason	Easton
Laird, Louise	Pike	New Salem
Laubhan, Gladys Erickson	McLean	Normal
Leasman, Pauline Mae	McLean	Saybrook
Leasman, Rudolf Eugene	McLean	Saybrook
Lee, Dorothy Maynard	McLean	Normal
McBlain, Robert Alexander	McLean	Bloomington
McBride, Alice Lavonia	Tazewell	Hopedale
McClure, Guy James	Franklin	Royalton
McElhiney, Maurice Salem	McLean	Normal
McVickar, Robert Bruce	Lawrence	Sumner
Mantle, Harriet Pauline	McLean	Bloomington
Marker, Charles Albert	McLean	Heyworth
Mason, William Ronald	LaSalle	Oglesby
Mead, Alva W	Wayne	Fairfield
Meyer, Hannah Christine	Cook	Elgin
Middleton, Ruth Bell	McLean	Bloomington
Mitts, Norris George	Montgomery	Butler
Molles, John	St. Clair	Lenzburg
Moore, Josephine Marie	McLean	Bloomington
Murphy, Helen Naomi	McLean	Stanford
Nelson, Blanche Irene	Macon	Argenta
Nelson, Wayne Ernest	Iroquois	Donovan
Nitzel, Cleda Catherine	McLean	Normal
Obourn, Glen Harold	Christian	Assumption
Pannwitt, Alice May	Montgomery	Nokomis
Parks, Wilma Mae	McLean	Bellflower
Petty, Gerald Vern	Lawrence	Sumner
Pierce, Rita Maxine	Woodford	ElPaso
Potter, Janet	Vermilion	Danville
Putman, Dale Wilson	Vermilion	Henning
Ragnes, Martha Theodora	Kendall	Minooka
Raymond, Glenn Elwood	Iroquois	Cissna Park
Reece, Wilbur Taylor	McLean	Normal
Reynolds, Gerald Hiltabrand	LaSalle	Lostant
Rhymer, Bernice I	McLean	Bloomington
Ripley, Gladys Lillian	McLean	Normal
Ripley, Helen Ester	McLean	Normal
Rockendorf, Edith Katherine	Cook	Chicago Heights
Rohe, Paul Russell	Madison	Madison
Roller, Ernest Bicknell	Douglas	Newman
Ruben, Ekelena	Logan	Emden
Ruebush, Walton Emery	McLean	Bloomington
Scholl, Charlotte Marie	McLean	Colfax
Schwarz, Rudolph William	Iroquois	Loda
Scott, William Wayne	McLean	Cooksville
Sehmann, Henry R	Ford	Sibley

Name	County	City
Shannon, James Harold	McLean	Bloomington
Shell, Genevieve Alberta	DeWitt	Farmer City
Shiner, John Edward	Hudson	McLean
Simmons, Rose Carolyne	St. Clair	E. St. Louis
Sister M. Remberta Ford	McLean	Bloomington
Smith, Cornelia Annette	Cook	LaGrange
Smith, Ruby Margaret	Morgan	Jacksonville
Smith, Virginia Elizabeth	Shelby	Shelbyville
Smith, Vivian Estella	Cook	Chicago
Snell, Robert Raymond	Macon	Decatur
Spalding, Ross Edward	Woodford	Roanoke
Starr, Clark Dudley	McLean	Downs
Stoltz, Harlin John	Wabash	Mt. Carmel
Story, William Melvin	McLean	Bloomington
Striegel, Louis Eugene	Kankakee	St. Anne
Talbert, Albert Lyman	Wayne	Fairfield
Taylor, Ethal Shirley	McLean	Bloomington
Thompson, Lucille Veva	Piatt	Lintner
Trummel, Albert Wesley	Moultrie	Lovington
Ullom, Robert William	Clay	Clay City
Utt, Ina Mae	Macoupin	Shipman
Vance, Louise	DeWitt	Clinton
Vandaveer, Elta Margeine	Greene	Greenfield
Vaninger, Martha Elise	Clinton	Trenton
Wallace, Ida Lizzie	Mason	Kilbourne
Webb, Charles Rudolph	Cook	Oak Park
Wilson, Alice Mayre	McLean	Normal
Wilson, Alvy M	Madison	Granite City
Winebrenner, Edgar F	Stephenson	Freeport
Winslow, Helen Marguerite	Livingston	Pontiac
Wood, Libby Lemme	McLean	Bloomington
Yarger, Orval Francis	McLean	Bloomington
Yenerich, Mary Adeline	Lee	Pawpaw
Zook, Roland Eugene	McLean	Bloomington

CANDIDATES FOR THE DIPLOMA

Abner, Wilma Revae	Piatt	Monticello
Adams, Bernadine Elizabeth	Macon	Decatur
Alberts, Evelyn Ann	Vermilion	Danville
Allen, Hazel Dorothy	Cook	LaGrange
Armstrong, Ruth Anna	Woodford	ElPaso
Ayer, Frances Irene	Sangamon	Springfield
Baer, Maude Eleanor	Macon	Niantic
Baker, Emma Jane	Lawrence	Sumner
Balderstone, Maurica Mary	Stephenson	Freeport
Barber, Alice Lucille	LaSalle	Lostant
Bartells, Frances Christine	Madison	Collinsville
Barts, Valeria Alice	St. Clair	Freeburg
Basso, Carmelita Evelyn	Menard	Athens
Batterman, Florence Dorothy	Cook	Chicago Heights
Beaty, Una Rowena	Christian	Morrisonville
Beckenholdt, Helen Wilhelmina	Piatt	Farmer City
Beckwith, Dorothy Frances	Marshall	Toluca
Bell, Elsie Venemore	Piatt	Bement
Betzelberger, Marjorie Zella	Tazewell	Delavan
Beutien, Elizabeth Hinrichs	Will	Peotone
Bialescki, Wilhelmina	Champaign	Sadorus
Bibb, Edna Vivian	Marion	Centralia
Bidner, Ruby Olive	McLean	Mansfield
Bischoff, Helen Louise	McLean	Normal
Blake, Ella Blanche	Livingston	Cornell

Name	County	City
Blinn, Opal Craig	Vermilion	Danville
Bloomingdale, Gladys Marie	DeKalb	Kirkland
Boatner, Ethel Estelle	St. Clair	Lovejoy
Bockewitz, Gertrude Elizabeth	Montgomery	Litchfield
Boynton, Doris Bernice	McLean	Lexington
Brendel, LeRoy Andrew	St. Clair	O'Fallon
Bresson, Florence Lydia	Lee	Compton
Briggs, Loveta Mildred	Iroquois	Wellington
Briggs, May	Iroquois	Wellington
Bright, Ruth Emily	McLean	Hudson
Brown, Lillian Virginia	Livingston	Odell
Brown, Nellie Elizabeth	Livingston	Ancona
Brunell, Opal	Kankakee	St. Anne
Burckhardt, Esther Florence	Stephenson	Freeport
Burgess, Lucille Lona	Macoupin	Virden
Burke, Frances Eileen	Livingston	Pontiac
Burris, Florine Lucille	Madison	Wood River
Burritt, Elizabeth Reed	Richland	Olney
Busavage, Helen Valeria	Winnebago	Rockford
Byers, Earl	Vermilion	Danville
Campbell, Ruby Augusta	Peoria	Peoria
Cary, Lucile Lelna	McLean	Towanda
Chesebro, Ruth Aileen	Livingston	Saunemin
Chestnut, Martha Ann	Marshall	Henry
Chick, Caroline Etta	McLean	LeRoy
Christianson, Hilda	Will	Elwood
Clark, Garnet Maxine	Wabash	Allendale
Cline, Dorothy	Sangamon	Illiopolis
Coale, Doris Lynette	White	Carmi
Cobb, Ethel Viola	Adams	Quincy
Coffman, Fern Catherine	Ogle	Polo
Cole, Helen Doris	Champaign	Champaign
Conger, Ruth Marie	McLean	Carlock
Conner, Thelma Baker	McLean	Normal
Crawford, Katharine	Piatt	Monticello
Creager, Angelina Jane	Tazewell	Delavan
Crist, Mary Irma	Bureau	Buda
Cronan, Gertrude Marie	Macoupin	Staunton
Crosbie, Elizabeth Ruth	Peoria	Peoria
Crouse, Mildred Viola	Montgomery	Farmersville
Cullen, Stella Felicia	Livingston	Flanagan
Cunningham, Mildred Faye	Logan	San Jose
Dalton, Opal Gwen	McLean	Bloomington
Dashner, Jessie Rebecca	Sangamon	Springfield
Davis, Dorothy Danzeiser	Peoria	Bartonville
Dean, Catherine Murtaugh	Lee	Amboy
DeBow, John Wells	St. Clair	Lovejoy
Denham, Lydia Elizabeth	Lawrence	St. Francisville
Dennis, Margaret Louise	Morgan	Waverly
Devine, Edward Francis	LaSalle	Streator
Dobbs, Bertha Lucile	McLean	Normal
Dopp, Marie Grace	St. Clair	E. St. Louis
Dowland, Edna Frances	Morgan	Jacksonville
Dunbar, Dorothy	Macon	Blue Mound
Edwards, Lois Corinne	Madison	Collinsville
Elder, Maurine	Coles	Charleston
Ellis, Mary Catherine	McLean	Bloomington
Emons, Ralph William	St. Clair	E. St. Louis
Fanselow, Emma Wilma	Kankakee	Herscher
Farber, Raymond Lawrence	Livingston	Cullom
Farrand, Leta Dunham	Pike	Pittsfield

Name	County	City
Farrell, Marian Edna	McLean	Bloomington
Ferguson, Virginia Alberta	LaSalle	Mendota
Fiscus, Glen	Lawrence	Sumner
Fisher, Jessie Lorene	McLean	Normal
Flach, Christina Barbara	Macon	Decatur
Flammini, Lena Anne	Sangamon	Riverton
Fox, Vernon R	Ford	Gibson City
Frandsen, Helen	Kane	Aurora
Franklin, Meyer Mayor	Cook	Chicago
Frazier, Emily Irene	White	Carmi
Frazier, Sarah Evelyne	Vermilion	Fairmount
Froelich, Theresa Marie	Iroquois	Danforth
Fuller, Ruth Mae	Stark	Toulon
Gallup, Olive Fern	Livingston	Emington
Gamble, Dorothy Louise	LaSalle	Streator
Garst, Mildred	Sangamon	Springfield
Gentes, Geneva Irene	Ford	Sibley
Gifford, Elizabeth Kern	Moultrie	Sullivan
Gilbert, Lorine Rose	Bureau	Princeton
Gingerich, Hazel Elizabeth	Grundy	Kinsman
Godfrey, Frances Martha	Piatt	Bement
Goff, Walter Earl	Christian	Taylorville
Goodier, Vivian Mable	McLean	Normal
Goostree, Treva Mildred	Marion	Iuka
Gould, Halena Rebecca	McLean	Bloomington
Grant, Vernon Steve	Moultrie	Arthur
Green, Naomi Sarah	Tazewell	Tremont
Green, Sybil Irene	McLean	McLean
Greenawalt, Jessie Mae	Kankakee	Momence
Greene, John Hardin	Greene	Kane
Griffin, Virgil Gale	Marshall	Henry
Griffith, Claribel	DeWitt	Clinton
Griffith, Myrtle	Piatt	DeLand
Grossweiler, Delia	Tazewell	Pekin
Hale, Helen	Madison	Wood River
Hall, Maryo Phoebe	Kane	Aurora
Hammer, Nina Gertrude	Tazewell	Pekin
Hand, Luella Mae	Cook	Park Ridge
Hansen, Alice Gertrude	Cook	Chicago Heights
Harlan, Mildred Virginia	Macon	Decatur
Harmon, Bertha Rosaline	McLean	Lexington
Harmon, Dorothy Adeline	McLean	Normal
Harmon, Ethel Marie	McLean	Lexington
Harper, Zeita Dora	Sangamon	Springfield
Harrell, Ralph Dixon	Piatt	Bement
Hart, Thelma Evalena	Sangamon	Springfield
Hartwig, Joyce Dale	Macon	Blue Mound
Hasenyager, Berneil Maxine	Bureau	Walnut
Hasenyager, Darlene Irene	Bureau	Walnut
Hayden, Margaret Florence	Will	Wilmington
Heller, Faith Arvilla	Woodford	El Paso
Hill, Bernice Marie	Moultrie	Lovington
Hixon, Harriett Evelyn	(Washington, Indiana)	
Hoffman, Louceille Mae	Moultrie	Lovington
Holliday, Lucille Roberta	LaSalle	Streator
Holmes, Edna Ruby	Douglas	Camargo
Hoskins, Marcia Dodge	Mason	Havana
Houghton, Josephine Lucille	McLean	Bloomington
Huber, Mary Alline	(Lacrosse, Kansas)	
Hubert, Lucille Lena	Iroquois	Martinton
Hunt, Burdena Lucille	Lawrence	St. Francisville

Name	County	City
Hunter, Ruth Aleen	Ford	Gibson City
Irion, Phyllis Victoria	Whiteside	Morrison
Isham, Gordon A	Grundy	Mazon
Jacobs, Blossom Agnes	Sangamon	Springfield
Jenks, Hazel Harriet	(Des Moines, Iowa)	
Jennings, Helen Russell	Calhoun	Pleasant Hill
Jerew, Lucinda	Tazewell	Pekin
Jockisch, Dorothy Elizabeth	Mason	Easton
Johnson, Doris Alberta	Ford	Gibson City
Johnson, Florence Lucille	Livingston	Pontiac
Johnson, James Alexander	Sangamon	Springfield
Jones, Dorothy Maye	Lee	Amboy
Jones, Evelyn Louise	Ford	Gibson City
Jones, Mary Alice	Piatt	Cerro Gordo
Jones, Nellie Louise	Piatt	Monticello
Juergens, Vivian Lois	Kankakee	Kankakee
Kahlke, Ethel Marie	Kane	Batavia
Kaiser, Luella Belle	Champaign	Homer
Kauffman, Bertha Joyce	McLean	Stanford
Kauffman, Merle Maurer	Woodford	Congerville
Keefe, Maryruth	Kankakee	Herscher
King, Ida Belle	Cook	Chicago
Kissinger, Evelyn June	Warren	Monmouth
Kohl, Virginia Alma	Menard	Fancy Prairie
Kramer, Alice Gertrude	Livingston	Streator
Kramer, Eunice Evelyn	Livingston	Streator
Kroon, Edith Josephine	Ford	Paxton
Krupp, Gertrude Kay	Madison	Livingston
Kudryk, Anna Alexandria	Rock Island	E. Moline
Kunder, Helen Viola	Woodford	Minonk
Lackman, Virginia May	Stark	Bradford
Lamb, Jennie	Sangamon	Springfield
Lanthorn, Ralph Eugene	(Portal, N. Dakota)	
Larkin, Julia Elizabeth	McLean	Towanda
Lawrence, Lois Elizabeth	Christian	Moweaqua
Lehman, Bernice Marie	Livingston	Forrest
Leverenz, Gertrude Anne	Vermilion	Danville
Lewis, Anna Mildred	Champaign	St. Joseph
Lewis, Norma Grace	Ogle	Stillman Valley
Lichtenwalter, Bessie Fern	Shelby	Westervelt
Linn, Nona Fay	Shelby	Oconee
Little, Helen Gertrude	Logan	Latham
Litwiller, Arthur J	Tazewell	Hopedale
Lucas, Celestine Emma	Madison	Collinsville
Lucas, Jessie Marie	Livingston	Pontiac
McAlister, William Cleo	Macon	Decatur
McBride, Doris Irene	Sangamon	Springfield
McCall, Vivian Brent	Sangamon	Springfield
McCarthy, Anne Margaret	Henry	Kewanee
McClure, Veryl Eugenia	Ford	Sibley
McConachie, Nancy Hazel	Randolph	Sparta
McDaniel, Florence Pearl	Livingston	Pontiac
McKee, Margaret Josephine	Madison	Edwardsville
McManus, Patricia	Kane	Aurora
Malano, Minnie	Madison	Collinsville
Maney, Dorothy Eileen	St. Clair	E. St. Louis
Marcy, Blanche Drisko	Mason	Havana
Marks, Mary Hitt	McLean	Bloomington
Martin, Willis Jason	Mason	Forest City
Mateeff, Justina	Peoria	Peoria
May, Verna Irene	Bureau	Walnut

Name	County	City
May, Virginia	Tazewell	Tremont
Meadows, Harriet Rae	McLean	Normal
Meredith, Maude	Sangamon	Springfield
Meryman, Ruth Mable	Shelby	Moweaqua
Messer, Blanche	McLean	Kappa
Meyer, Mabel Mildred	Logan	Hartsburg
Meyers, Lois Norene	McLean	Normal
Michael, Mary Ellen	Vermilion	Fithian
Miller, Gretchen Mae	Sangamon	Springfield
Miller, Hazle Irene	Vermilion	Homer
Miller, Laura	Bureau	Tiskilwa
Millikan, Evelyn Jeanne	Mercer	Viola
Mitchell, Reba Claire	Franklin	Christopher
Molohon, Cora Ramona	Christian	Morrisonville
Moore, Coen	Lawrence	Sumner
Morris, John Harrison	Sangamon	Springfield
Murphy, Eloise Viola	Cook	Maywood
Murray, Walter Isaiah	Cook	Chicago
Nees, Sara Lena	Coles	Mattoon
Neptun, Annchen Hattie	Peoria	Peoria
Newbould, Enid Loraine	Moultrie	Sullivan
Noe, Rachel June	McLean	Bloomington
Nohren, Pauline Evangeline	Douglas	Arcola
North, Lucy Lee	Madison	Madison
O'Brien, Helen Marie	DeWitt	Wapella
Olive, Bessie Jane	Madison	Worden
Olson, Ora Louise	Kendall	Minooka
Opalka, Florence Irene	Henry	Cambridge
Paden, Margaret Helen	Bureau	Princeton
Paden, Martha June	Bureau	Princeton
Palmer, Savilla Barbara	Lee	Dixon
Parkinson, Marion Lorena	Ogle	Stillman Valley
Paulukas, Nellie Alice	Cook	Chicago
Perks, Paul	Macoupin	Virden
Petitclair, Marie L	Lake	Waukegan
Phillipo, Grace Mae	Iroquois	Watseka
Pierson, Laurine Marie	Madison	Edwardsville
Pilchard, Eliza Maree	DeWitt	Farmer City
Pitts, Caroline Augusta	McLean	McLean
Plym, Amy Elizabeth	LaSalle	Peru
Polite, Mildred Olive	McLean	Bloomington
Powless, Ruth Lois	Tazewell	Mackinaw
Purcell, Marguerite Bess	Madison	Venice
Raber, Beulah Ione	Livingston	Flanagan
Rachow, Tipmer	Madison	Livingston
Rambo, Margaret Helen	Lee	Amboy
Rarick, Ruth Agnes	Tazewell	Pekin
Rasmussen, Astrid Bergetta	Iroquois	Chebanse
Rathmann, Olga Anna	McLean	Bloomington
Redulis, Josephine Lucille	Vermilion	Westville
Reinhard, William Arthur	Iroquois	Martinton
Rice, Beulah LaVonne	Vermilion	Potomac
Rice, Eva May	McLean	LeRoy
Richardson, Laura Melba	Morgan	Jacksonville
Roberts, Ardene Evelyn	Iroquois	Gilman
Robinson, Georgia Lear	Sangamon	Springfield
Robinson, Lora Myrle	Henry	Cambridge
Rockendorf, Esther Sophia	Cook	Chicago Heights
Rogers, Gladys Gertrude	McLean	Saybrook
Rohwedder, Hilda Kathryn	Iroquois	Milford
Rose, Alice Estelle	St. Clair	E. St. Louis

Name	County	City
Roth, Howard James	Livingston	Fairbury
Rush, Lottie Mae	St. Clair	E. St. Louis
Rutherford, Myrtle Susan	Macon	Mt. Zion
St. John, Seth Talbot	Livingston	Manville
Sauer, Frances Margaret	LaSalle	Streator
Scholz, Norma Lydia	Christian	Pana
Scholl, Helen Luella	Ogle	Dixon
Schultz, Florence Ella	Iroquois	Ashkum
Schupbach, Clara Bertha	Vermilion	Rankin
Schwab, Eva Virginia	Lee	Harmon
Scott, Velma Lunicy	Macon	Mt. Zion
Seifert, Emelene Freda	Woodford	Washburn
Shea, Margaret Helen	Woodford	Metamora
Shearer, Enola Enid	Wabash	Mt. Carmel
Silvers, Annetta Rae	McLean	Bloomington
Sims, Rachel Viola	Champaign	Urbana
Sister M. Maurella Christie	Winnebago	Rockford
Sister M. Protase Corbitt	McLean	Gridley
Sister M. Victoria Harrington	Cook	Chicago
Sister M. Gilberta Kennedy	McLean	Bloomington
Sister M. Editha Martin	JoDaviess	Galena
Sister M. Justin Nevins	Cook	Chicago
Sister M. Claudia Walsh	Peoria	Peoria
Skadden, Mary Anne	Sangamon	Springfield
Skinner, Edith Idella	McLean	LeRoy
Sleight, Ruth Elizabeth	Pike	Griggsville
Smith, Anna Elizabeth	Woodford	Metamora
Smith, Dorris Elizabeth	Douglas	Newman
Smith, Ethel Mae	Sangamon	Springfield
Smith, Laura Louise	Sangamon	Springfield
Smith, Verdie C.	Pike	Pleasant Hill
Smith, Zona Zae	Rock Island	Rock Island
Smolak, Louis Pavlovitch	Cook	Chicago
Snedaker, Iva Hutchins	McLean	Normal
Snook, Dorothy Madeline	Logan	Atlanta
Spitzer, Lola Belle	Macon	Warrensburg
Springer, Mary Eileen	Sangamon	Springfield
Stacy, Margaret Mary	Macon	Decatur
Stanton, Virgil Perry	Sangamon	Loami
States, Jean Eleanor	Peoria	Peoria
Steinlicht, Margaret Henrietta	Ford	Sibley
Stevens, John Michael	Iroquois	Woodland
Stice, Edith Chumley	Macon	Decatur
Stickell, Leota Mae	Carroll	Thomson
Stiltz, Sarah Emaline	Cass	Tallula
Stone, Bernice	DeWitt	Clinton
Stonecipher, Lucile Oreta	LaSalle	Streator
Sullivan, Hilma Alice	Madison	Wood River
Summers, Anna Esther	Piatt	Monticello
Swayne, Margaret Mae	Pulaski	Mound City
Tegard, Dorothy Elizabeth	Woodford	ElPaso
Templeton, Maxine	Crawford	Palestine
Thomas, Loretta Dorothy	McLean	Normal
Thomas, Ruth Lillian	Cook	Chicago
Thompson, Daisy Isabel	Shelby	Cowden
Tobnick, Dorothy Lorrain	Madison	Collinsville
Treichel, Emma	Tazewell	Pekin
Turney, Hazel Alverta	Piatt	Cerro Gordo
Twohey, Marguerite Ellen	LaSalle	Ottawa
Tyler, Eloise Ellen	Vermilion	Danville
Tyler, Lucille Josephine	Vermilion	Danville

Name	County	City
Uza, Anna	Kane	Aurora
Van Huss, Frances Gertrude	McLean	Bloomington
Vannatta, Fern Bartelle	Vermilion	Danville
VanOstrand, Viola Beatrice	Marshall	Henry
Viland, Inga Maye	Kendall	Newark
Vogt, Carrie Emma	Monroe	Columbia
Wagner, Dorothy Evelyn	Ford	Thawville
Walker, Luella Augusta	Rock Island	Port Byron
Walker, Ruby May	Macon	Decatur
Ward, Leora	Tazewell	Delavan
Ward, Lucille Hyril	McLean	Colfax
Warner, Gladys Ruth	Champaign	Rantoul
Warner, Helen Irene	Macoupin	Medora
Washburn, Eleanor Margaret	Ogle	Stillman Valley
Weber, Martha Marie	Livingston	Pontiac
Wendland, Norma Mary	Woodford	ElPaso
Wene, Anna Ernestine	DeWitt	Weldon
Werner, Mildred Cecelia	Will	Peotone
Westerman, Ralph Boneham	Macon	Argenta
Wildermuth, Beulah Isabel	Rock Island	E. Moline
Wildman, Maybin Wandalene	Piatt	Bement
Wilkinson, Violetta May	Will	Joliet
Williams, Ora Lee	Cook	Chicago
Wilson, Dorothy Jane	Logan	Beason
Wilson, George Merwyn	McLean	Normal
Wilson, Madge Billings	McLean	Normal
Winchell, Dorothy Helen	Kane	Aurora
Wright, Velma Eloise	Macon	Niantic
Young, Margaret Edna	St. Louis, Missouri	
Zeitz, Mary Luella	Shelby	Moweaqua
Ziegler, Lorene Elizabeth	Clinton	Trenton
Zumwalt, Willa Maurine	Douglas	Tuscola

SUMMARY OF ATTENDANCE

TWELVE MONTHS ENDING JUNE 9, 1932
(Corrected to April 1)

I. Enrollment for fall, winter and spring quarters

Freshmen	783
Sophomores	512
Juniors	209
Seniors	148
Unclassified	9
Graduates	27
Total	1688

II. Summer quarter, 1931, and mid-spring term, 1932

First summer term, 1931	2017
Second summer term, 1931	760
Different students in summer quarter, 1931	2284
Mid spring term, 1932	233
Different resident college students for year	3724

III. The training schools

University High School	243
University Elementary School	670
Cooperating Elementary School (Illinois Soldiers and Sailors Childrens School)	670
Cooperating Rural Schools	153
Total pupils in the training schools	1736
Total resident students and pupils	5460

IV. Extension classes

College class-extension students	950
Grand total of students and pupils	6410

V. Graduates

Degree of bachelor of education	147
Sophomore diploma	362
Total	509